School Year: **2022-23**

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	August 2022-January 2023
Schoolsite Council (SSC) Approval Date	January 25, 2023
Local Board Approval Date	March 7, 2023

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. Our vision is to provide every student optimal learning opportunities through talented educators, rigorous curriculum and a positive, safe academic environment. 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 inspire all students to be passionate, continuous learners. 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

Green Valley School, home of the Gators, is a TK-5 school which serves a student body of approximately 350 students. We are 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 students. We offer a balanced, rigorous instructional program which includes academic challenge as well as intervention and includes a full day kindergarten program. Due to the number of socioeconomically disadvantaged students, Green Valley is a Title I School. We are a high performing Title I school and were recognized as a Gold Ribbon School in 2016. Our teachers are highly qualified and dedicated to holding both our students and themselves to high standards. Green Valley School also houses a Charter Extended Day program and a State Pre-School from the El Dorado County Office of Education.

The educational program is supported by a staff of 16 classroom teachers, a resource specialist, PE teacher, part-time music teacher and two full time counselors. All 1st-5th grade students receive weekly PE instruction from the PE teacher. Students in grades 4 and 5 receive weekly music instruction and 3rd grade receives weekly music instruction beginning in the Spring. 5th grade students also have the opportunity for instrumental instruction.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), Accelerated Reader, 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 32 weeks out of the school year. During Intervention time, the Learning Center is also used to support students with intervention needs. Students are grouped according to need. Students who are not in need of intervention receive accelerated instruction during this time. 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 or be part of our school yearbook club. All grade levels attend field trips, which offer rich opportunities for hands-on, standards-based learning.

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.

Social Emotional Learning continues to be a priority at Green Valley where we model a positive, proactive philosophy. We have two full time counselors. Our school counselors teach weekly guidance lessons to all classes using the Second Step curriculum. Lessons are grade level specific and focus on body language, social skills and cues, communication skills, building friendships and self-esteem. Our counselors also work with groups of students on specific strategies or areas of need (ie: friendship groups, divorce groups, grief etc. Care-Solace is offered to families and staff to support the process of matching families with mental health providers and additional resources.

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. 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. Character traits are featured each month and students from each grade level are honored during awards assemblies for demonstrating strong citizenship.

Educational Partner 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

Green Valley Elementary School gathers input throughout the school year from multiple stakeholders which include School Site Council members, staff, and PTO. We also use data from the Healthy Kids Survey and the Parent LCAP Survey. Green Valley staff provides analysis of data used for the development of goals. The Green Valley School Site Council is the primary group who prepares the Single Plan of Student Achievement.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	0%	0.8%	0.57%	0	4	2
Asian	2.04%	6.9%	1.15%	8	36	4
Filipino	1.02%	2.1%	1.43%	4	11	5
Hispanic/Latino	31.81%	24.9%	29.80%	125	130	104
Pacific Islander	0.25%	0.4%	0.57%	1	2	2
White	58.02%	58.8%	60.17%	228	307	210
Multiple/No Response	6.87%	6.1%	6.30%	27	32	22
			Total Enrollment	393	522	349

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	87	142	71
Grade 1	53	114	55
Grade 2	61	133	56
Grade3	52	47	46
Grade 4	65	37	62
Grade 5	75	49	59
Total Enrollment	393	522	349

Conclusions based on this data:

1. Our two largest subgroups continue to be White and Hispanic/Latino
2. The 20-21 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		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	57	47	47	14.5%	9.00%	13.5%
Fluent English Proficient (FEP)	9	15	7	2.3%	2.90%	2.0%
Reclassified Fluent English Proficient (RFEP)	5	2		8.1%	0.40%	

Conclusions based on this data:

1. The percentage of English Learners appears to have increased; however, this is due to the 20-21 data included all the TK-2 students district wide who attended the Frontier Academy.
2. We did not have any students who were reclassified during the 21-22 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	63	49	49	62	45	49	61	45	49	98.4	91.8	100.0
Grade 4	81	37	58	79	36	58	79	36	58	97.5	97.3	100.0
Grade 5	64	51	59	63	49	57	63	49	57	98.4	96.1	96.6
All Grades	208	137	166	204	130	164	203	130	164	98.1	94.9	98.8

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2452.	2437.	2430.	29.51	28.89	32.65	29.51	28.89	24.49	31.15	20.00	16.33	9.84	22.22	26.53
Grade 4	2478.	2477.	2479.	26.58	30.56	29.31	24.05	19.44	27.59	20.25	25.00	18.97	29.11	25.00	24.14
Grade 5	2528.	2506.	2538.	25.40	16.33	28.07	36.51	36.73	43.86	26.98	24.49	12.28	11.11	22.45	15.79
All Grades	N/A	N/A	N/A	27.09	24.62	29.88	29.56	29.23	32.32	25.62	23.08	15.85	17.73	23.08	21.95

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	31.15	20.00	28.57	55.74	62.22	57.14	13.11	17.78	14.29
Grade 4	27.85	13.89	20.69	45.57	69.44	62.07	26.58	16.67	17.24
Grade 5	39.68	14.29	19.30	42.86	67.35	75.44	17.46	18.37	5.26
All Grades	32.51	16.15	22.56	47.78	66.15	65.24	19.70	17.69	12.20

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	16.39	13.33	14.29	70.49	71.11	57.14	13.11	15.56	28.57
Grade 4	16.46	22.22	19.30	56.96	61.11	61.40	26.58	16.67	19.30
Grade 5	20.63	22.45	31.58	63.49	61.22	52.63	15.87	16.33	15.79
All Grades	17.73	19.23	22.09	63.05	64.62	57.06	19.21	16.15	20.86

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	29.51	8.89	16.33	62.30	82.22	63.27	8.20	8.89	20.41
Grade 4	22.78	8.33	8.62	67.09	77.78	82.76	10.13	13.89	8.62
Grade 5	25.40	14.29	14.04	61.90	75.51	73.68	12.70	10.20	12.28
All Grades	25.62	10.77	12.80	64.04	78.46	73.78	10.34	10.77	13.41

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	19.67	20.00	16.33	68.85	68.89	71.43	11.48	11.11	12.24
Grade 4	18.99	19.44	15.52	64.56	69.44	74.14	16.46	11.11	10.34
Grade 5	28.57	8.16	19.30	60.32	71.43	68.42	11.11	20.41	12.28
All Grades	22.17	15.38	17.07	64.53	70.00	71.34	13.30	14.62	11.59

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 2022, 164 students took the state-modified version of the CAASPP test. The test was a shortened version of the state test which is similar to the shortened test during the 2020-2021 year. As a result, the state did not provide any claim data, but just an overall score.

2. In the spring of 2022, 62.20% of students met or exceeded standards on the English Language Arts portion of the CAASPP test. This is an increase of 8.35% from the last reported result in the 2020-2021 school year.

3. In the spring of 2022, 164 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 2020-2021:

Cohort Performance
When compared to the prior year (2020-2021), the same group of students declined in their overall performance from their 3rd to 4th grade year in English Language Arts by .88% with 56.90 % of students meeting or exceeding standards. The group of students who moved from 4th to 5th grade increased in their overall performance in Language Arts by 21.93% with 71.93% 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	63	49	49	61	45	49	61	45	49	96.8	91.8	100.0
Grade 4	81	37	58	80	36	58	80	36	58	98.8	97.3	100.0
Grade 5	64	51	59	63	50	57	63	50	57	98.4	98.0	96.6
All Grades	208	137	166	204	131	164	204	131	164	98.1	95.6	98.8

* 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2454.	2440.	2421.	24.59	22.22	10.20	37.70	37.78	42.86	29.51	22.22	20.41	8.20	17.78	26.53
Grade 4	2482.	2477.	2486.	18.75	19.44	18.97	28.75	22.22	39.66	36.25	41.67	27.59	16.25	16.67	13.79
Grade 5	2526.	2500.	2505.	15.87	14.00	21.05	34.92	30.00	15.79	36.51	30.00	33.33	12.70	26.00	29.82
All Grades	N/A	N/A	N/A	19.61	18.32	17.07	33.33	30.53	32.32	34.31	30.53	27.44	12.75	20.61	23.17

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	40.98	24.44	22.45	42.62	60.00	53.06	16.39	15.56	24.49
Grade 4	32.50	19.44	24.14	31.25	63.89	60.34	36.25	16.67	15.52
Grade 5	30.16	12.00	19.30	52.38	62.00	43.86	17.46	26.00	36.84
All Grades	34.31	18.32	21.95	41.18	61.83	52.44	24.51	19.85	25.61

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.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	26.23	26.67	24.49	59.02	51.11	44.90	14.75	22.22	30.61
Grade 4	22.50	19.44	20.69	65.00	58.33	55.17	12.50	22.22	24.14
Grade 5	15.87	14.00	19.30	63.49	60.00	47.37	20.63	26.00	33.33
All Grades	21.57	19.85	21.34	62.75	56.49	49.39	15.69	23.66	29.27

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.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	32.79	22.22	16.33	59.02	68.89	59.18	8.20	8.89	24.49
Grade 4	23.75	13.89	22.41	52.50	69.44	55.17	23.75	16.67	22.41
Grade 5	15.87	16.00	14.04	73.02	66.00	70.18	11.11	18.00	15.79
All Grades	24.02	17.56	17.68	60.78	67.94	61.59	15.20	14.50	20.73

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 2022, 164 students took the state-modified version of the CAASPP test. The test was a shortened version of the state test which is similar to the shortened test during the 2020-2021 year. As a result, the state did not provide any claim data, but just an overall score.
2. In the spring of 2022, 49.39% of students met or exceeded standards on the Math portion of the CAASPP test. This is an increase of .54% from the last reported result in the 2020-2021 school year
3. In the spring of 2022, 164 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 2020-2021:

   Cohort Performance
   When compared to the prior year (2020-2021), the same group of students declined in their overall performance from their 3rd to 4th grade year in Math by 1.37% with 58.63 % of students meeting or exceeding standards. The group of students who moved from 4th to 5th grade decreased in their overall performance in Math by 4.82% with 36.84% 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	1450.5	1425.1	*	1461.2	1424.6	*	1425.1	1425.6	8	15	13
1	*	*	*	*	*	*	*	*	*	9	4	8
2	*	1516.7	*	*	1515.8	*	*	1517.0	*	7	12	4
3	1524.5	*	*	1535.0	*	*	1513.5	*	*	15	4	6
4	1544.3	*	*	1549.1	*	*	1539.0	*	*	16	5	7
5	*	*	*	*	*	*	*	*	*	6	8	7
All Grades										61	48	45

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	33.33	7.69	*	26.67	53.85	*	20.00	30.77	*	20.00	7.69	*	15	13
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	33.33	*	*	41.67	*	*	25.00	*	*	0.00	*	*	12	*
3	33.33	*	*	53.33	*	*	6.67	*	*	6.67	*	*	15	*	*
4	31.25	*	*	56.25	*	*	12.50	*	*	0.00	*	*	16	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.87	22.92	17.78	50.82	39.58	48.89	16.39	27.08	26.67	4.92	10.42	6.67	61	48	45

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	46.67	7.69	*	13.33	38.46	*	33.33	38.46	*	6.67	15.38	*	15	13
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	33.33	*	*	66.67	*	*	0.00	*	*	0.00	*	*	12	*
3	66.67	*	*	26.67	*	*	0.00	*	*	6.67	*	*	15	*	*
4	68.75	*	*	31.25	*	*	0.00	*	*	0.00	*	*	16	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	59.02	29.17	33.33	29.51	52.08	37.78	8.20	12.50	22.22	3.28	6.25	6.67	61	48	45

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	26.67	7.69	*	13.33	46.15	*	26.67	46.15	*	33.33	0.00	*	15	13
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	33.33	*	*	41.67	*	*	8.33	*	*	16.67	*	*	12	*
3	6.67	*	*	46.67	*	*	40.00	*	*	6.67	*	*	15	*	*
4	25.00	*	*	37.50	*	*	31.25	*	*	6.25	*	*	16	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.03	18.75	8.89	29.51	27.08	31.11	37.70	29.17	51.11	14.75	25.00	8.89	61	48	45

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	53.33	15.38	*	33.33	76.92	*	13.33	7.69	*	15	13
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	50.00	*	*	50.00	*	*	0.00	*	*	12	*
3	46.67	*	*	46.67	*	*	6.67	*	*	15	*	*
4	43.75	*	*	56.25	*	*	0.00	*	*	16	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	49.18	39.58	37.78	45.90	54.17	60.00	4.92	6.25	2.22	61	48	45

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	26.67	15.38	*	53.33	53.85	*	20.00	30.77	*	15	13
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	33.33	*	*	66.67	*	*	0.00	*	*	12	*
3	80.00	*	*	13.33	*	*	6.67	*	*	15	*	*
4	62.50	*	*	37.50	*	*	0.00	*	*	16	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	57.38	33.33	37.78	37.70	56.25	48.89	4.92	10.42	13.33	61	48	45

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	20.00	7.69	*	46.67	92.31	*	33.33	0.00	*	15	13
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	41.67	*	*	50.00	*	*	8.33	*	*	12	*
3	6.67	*	*	73.33	*	*	20.00	*	*	15	*	*
4	18.75	*	*	56.25	*	*	25.00	*	*	16	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.11	16.67	15.56	59.02	56.25	62.22	27.87	27.08	22.22	61	48	45

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	46.67	38.46	*	13.33	61.54	*	40.00	0.00	*	15	13
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	41.67	*	*	41.67	*	*	16.67	*	*	12	*
3	20.00	*	*	73.33	*	*	6.67	*	*	15	*	*
4	31.25	*	*	68.75	*	*	0.00	*	*	16	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	24.59	30.43	15.56	67.21	47.83	82.22	8.20	21.74	2.22	61	46	45

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.
3. The ELPAC was administered to 45 students during the 2021-2022 school year; however, Kindergarten was the only grade level with enough students for reportable data therefore we are not able to make any comparisons based on this 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**
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:

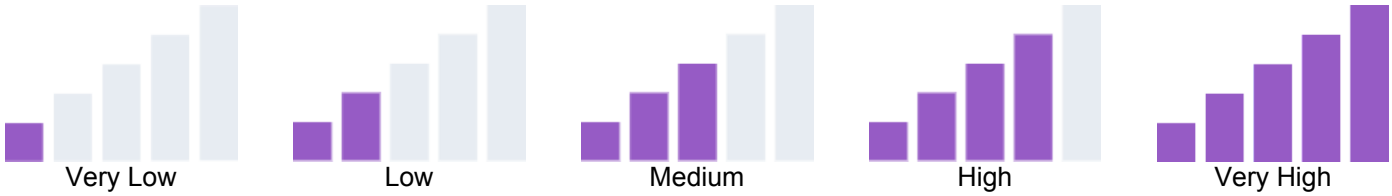
1. English Learners (14.5%), Foster Youth/homeless (2.3%), Socioeconomically Disadvantaged (37.9%) and Students with Disabilities (14.5%) . We will continue to use Title I and Supplemental funds to support these students.
2. Students categorized as White (58%) and Hispanic (31.8%) account for 89.8% of Green Valley Elementary student enrollment.
3. The above data is based on the 2018-2019 school year. This is the most recent data provided in DTS.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: High	Chronic Absenteeism: High	Suspension Rate: Medium
Mathematics: Medium		
English Learner Progress: No Performance Level		

Conclusions based on this data:

1. The English Language Arts Performance Indicator demonstrates that in the All Students category, students scored at the high level based on state criteria for the 2021-22 school year. The Mathematics Performance Indicator demonstrates that in the All Students category, students scored at the medium level based on state criteria for the 2021-22 school year.

2. Under the Academic Engagement Indicator, student performance data indicates that the Chronic Absenteeism level is high based on state criteria for the 2021-22 school year. This level is considered an anomaly due to the requirements of the Department of Public Health in relation to addressing student health during the COVID-19 Pandemic.

3. Under the Conditions & Climate Indicator, school performance data indicates that the Suspension Rate level is medium based on state criteria for the 2021-22 school year.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

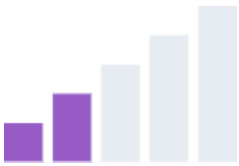
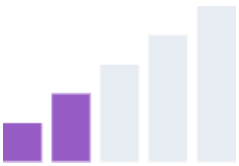
This section provides number of student groups in each level.

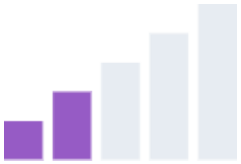
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	3	0	1	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
High	No Performance Level	No Performance Level
15.0 points above standard	36.7 points below standard	4 Students
159 Students	23 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
		
No Performance Level	Low	Low
1 Student	21.2 points below standard	38.3 points below standard
	67 Students	32 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 2 Students		No Performance Level 1 Student	No Performance Level 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 6.9 points below standard 50 Students	No Performance Level 8 Students		High 30.1 points above standard 96 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
61.7 points below standard 20 Students	3 Students	23.6 points above standard 133 Students

Conclusions based on this data:

1. The English Language Arts Performance Indicator demonstrates that in the All Students category, students scored at the high level based on state criteria for the 2021-22 school year. Our Socioeconomically Disadvantaged students and our Students with Disabilities scored at the low level based on state criteria for the 2021-2022 school year.

2. The English Language Arts Performance by Race/Ethnicity Indicator demonstrates that students in the White Student Group scored in the high-performance level which is 30.1 points above standard. This is based on the data for 96 students.
Students in the Hispanic Student Group scored in the low performance level which is 6.9 points below standard. This is based on the data for 50 students.
There were other student groups that did not receive a performance level score due to having less than the state minimum number of students enrolled based on state criteria.

3. The English Language Arts Data Comparisons for English Learners indicates that:
Current English Learners scored 61.7 points below standard. This is based on the data for 20 students.
English Only students scored 23.6 points above standard. This is based on the data for 133 students.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

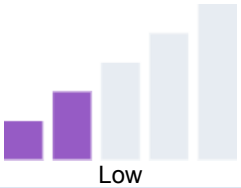
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	3	0	1	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	No Performance Level	No Performance Level
11.7 points below standard	50.2 points below standard	4 Students
159 Students	23 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Low
1 Student	47.4 points below standard	68.2 points below standard
	67 Students	32 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 2 Students		No Performance Level 1 Student	No Performance Level 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 34.6 points below standard 50 Students	No Performance Level 8 Students		High 2.8 points above standard 96 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
65.6 points below standard 20 Students	3 Students	5.4 points below standard 133 Students

Conclusions based on this data:

1. The Mathematics Performance Indicator demonstrates that in the All Students category, students scored at the medium level based on state criteria for the 2021-22 school year.

2. The Mathematics Performance by Race/Ethnicity Indicator demonstrates that:
Students in the White Student Group scored in the high-performance level which is 2.8 points above standard. This is based on the data for 96 students.

   Students in the Hispanic Student Group scored in the low performance level which is 34.6 points above/below standard. This is based on the data for 50 students.

   *There were other student groups that did not receive a performance level score due to having less than the state minimum number of students enrolled based on state criteria.

3. The Mathematics Data Comparisons for English Learners indicates that:
Current English Learners scored 65.6 points below standard. This is based on the data for 20 students.
English Only students scored 5.4 points below standard. This is based on the data for 133 students.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Level
62.1 making progress towards English language proficiency
Number of EL Students: 29 Students
Performance Level: No Performance Level

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.

2022 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
24.1%	13.8%	13.8%	48.3%

Conclusions based on this data:

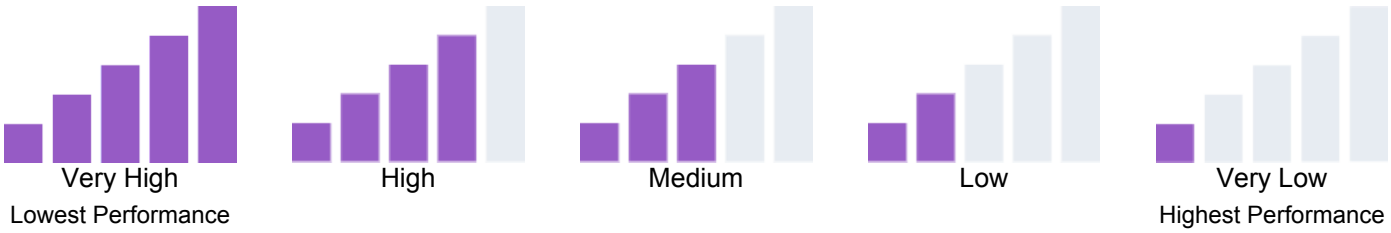
1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
3	2	0	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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
High	High	No Performance Level
17.2% Chronically Absent	19.1% Chronically Absent	Less than 11 Students
372 Students	47 Students	6 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
Less than 11 Students	25.2% Chronically Absent	24.6% Chronically Absent
4 Students	163 Students	69 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level Less than 11 Students 2 Students		No Performance Level Less than 11 Students 4 Students	No Performance Level Less than 11 Students 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Very High 25.2% Chronically Absent 111 Students	No Performance Level 20.8% Chronically Absent 24 Students	No Performance Level Less than 11 Students 2 Students	High 13.4% Chronically Absent 224 Students

Conclusions based on this data:

1. The Chronic Absenteeism Indicator demonstrates that in the All-Students category, students scored at the high level as 17.2 percent of students out of a total of 372 students were considered chronically absent based on state criteria for the 2021-22 school year. This data is considered an anomaly due to the requirements of the Department of Public Health in relation to addressing student health during the COVID-19 Pandemic.

2. The Chronic Absenteeism Indicator demonstrates that in the Student Group category:
*English Learner students scored at the high level as 19.1 percent of students out of a total of 47 students were considered chronically absent based on state criteria for the 2021-22 school year.
*Socioeconomically Disadvantaged students scored at the high level as 25.2 percent of students out of a total of 163 students were considered chronically absent based on state criteria for the 2021-2022 school year.
*Students with disabilities scored at the very high level as 24.6 percent of students out of a total of 69 students were considered chronically absent based on state criteria for the 2021-2022 school year.
**This data is considered an anomaly due to the requirements of the Department of Public Health in relation to addressing student health during the COVID-19 Pandemic.

3. The Chronic Absenteeism Indicator in the Race/Ethnicity category demonstrates the following:
Students in the White Student Group scored at the high level as 13.4 percent of students out of a total of 224 students were considered chronically absent based on state criteria for the 2021-22 school year.
Students in the Hispanic Student Group scored at the very high level as 25.2 percent of students out of a total of 111students were considered chronically absent based on state criteria for the 2021-22 school year.

*As stated above, this data is considered an anomaly due to the requirements of the Department of Public Health in relation to addressing student health during the COVID-19 Pandemic.

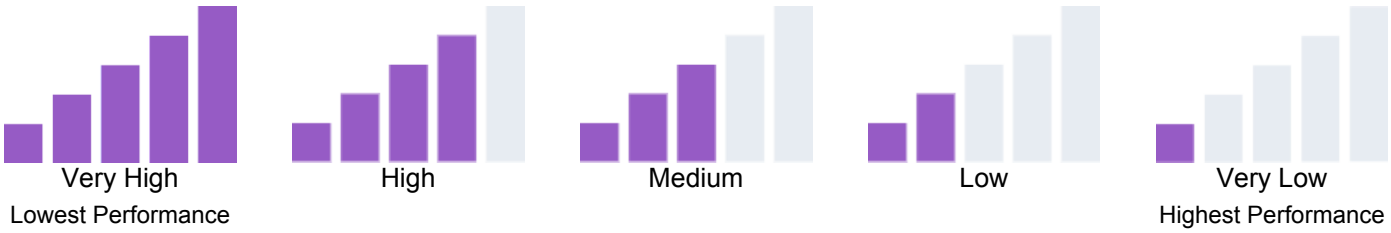
**There were other student groups that did not receive a performance level scoredue to having less than the state minimum number of students enrolled based on state criteria.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	3	2	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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Medium	No Performance Level
1.1% suspended at least one day	2.1% suspended at least one day	Less than 11 Students
378 Students	47 Students	6 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	Medium
Less than 11 Students	1.2% suspended at least one day	1.4% suspended at least one day
4 Students	165 Students	70 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level Less than 11 Students 2 Students		No Performance Level Less than 11 Students 4 Students	No Performance Level Less than 11 Students 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Low 0.9% suspended at least one day 116 Students	No Performance Level 4.2% suspended at least one day 24 Students	No Performance Level Less than 11 Students 2 Students	Low 0.9% suspended at least one day 225 Students

Conclusions based on this data:

1. The Suspension Rate Indicator demonstrates that in the All Students category, students scored at the medium level as 1.1 percent of students out of a total of 378 students were suspended at least one day during the 2021-22 school year. This scoring is based on state criteria.

   Green Valley Elementary continuously evaluates the effectiveness of our programs and implements supports to ensure the safety of all our students and staff.

2. The Suspension Rate Indicator demonstrates that in the Student Group category:
   English Learner students were at the medium level as 2.1 percent of students out of a total of 47 students were suspended at least one day during the 2021-22 school year.
   Socioeconomically Disadvantaged students were at the medium level as 1.2 percent of students out of a total of 165 students were suspended at least one day during the 2021-22 school year.
   Students with disabilities were at the medium level as 1.4 percent of students out of a total of 70 students were suspended at least one day during the 2021-22 school year.
   The above scoring is based on state criteria.

3. The Suspension Rate Indicator in the Race/Ethnicity category demonstrates the following:
   Students in the White Student Group scored at the low level as .9 percent of students out of a total of 225 students were suspended at least one day during the 2021-22 school year.
   Students in the Hispanic Student Group scored at the low level as .9 percent of students out of a total of 116 students were suspended at least one day during the 2021-22 school year.
   The above scoring is based on state criteria.

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 (2022)	In the spring of 2022, 53.85% of Green Valley students met or exceeded standards on the English Language Arts portion of the CAASPP test. In the spring of 2022, 48.85% of Green Valley students met or exceeded standards on the math portion of the CAASPP test.	Our goal is to increase our overall score in both English Language Arts and Math by 3%
District Benchmark Assessment Results (2022)	2022 District Assessment Data: First Grade- In 1st grade, 91% of the students met the benchmark for the BPST (Basic Phonics Skills Test), 61% met the Oral Reading Fluency Benchmark and 51% met the benchmark for HFW (High Frequency Words). Second Grade- 56% of our second-grade students met the Dibels Oral Reading Fluency Benchmark and 63% of students met the accuracy	Student proficiency will increase on all District benchmark assessments by 5% for all grade levels by cohort. 1st grade scores will establish a baseline for moving forward.

Metric/Indicator	Baseline	Expected Outcome
	benchmark. 58% of the second-grade students met the Go Math End of Year Benchmark. Third Grade- 73% of our third-grade students met the Dibels Oral Reading Fluency Benchmark and 78% met the accuracy benchmark. Fourth Grade- 78% of all students met the Dibels Oral Reading Fluency Benchmark. 85% of all students met the accuracy benchmark. Fifth Grade- 62% of all students met the Dibels Oral Reading Fluency Benchmark. 67% of all students met the accuracy benchmark.	
Accelerated Reader (Star Reading Test)	In the fall of 2022, RUSD changed its reading program from Reading Counts to Accelerated Reader. As such, the data points have changed and are not directly comparable. The start of the year baseline for Accelerated Reader (Star Reading Test) is as follows: 3rd Grade At or Above Benchmark - 67% (36 students) On Watch - 15% (8 students) Intervention -9% (5 students) Urgent Intervention - 9% (5 students) 4th Grade At or Above Benchmark -71% (34 students) On Watch -4% (2 students) Intervention - 15% (7 students) Urgent Intervention - 10% (5 students) 5th Grade At or Above Benchmark - 71% (41 students) On Watch - 10% (6 students) Intervention -14% (8 students) Urgent Intervention - 5% (3 students)	We have a goal to improve our percentage of students performing At or Above Benchmark by 5% by the end of the 2022-2023 school year.

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 and Twig pilot materials, or other NGSS aligned bridge programs.

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/2022-06/30/2023

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	3000.00
Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	PE Instructional Support due to addition of primary prep minutes
Amount	1000.00
Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	Recess Equipment and Supplies
Amount	800.00
Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	Teachers Pay Teachers- Supplemental Instructional Resources
Source	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Online Learning Contracts for Supplemental Instruction (Reflex Math, IXL)
Source	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures

Description	Accelerated Reader/Star Testing

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. Our intervention program runs three days a week. We have six paraeducators who provide 40 minutes of support to grades 1-5 under the supervision of the general education teachers. Homework support is provided after school for all students. 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.

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/2022-06/30/2023

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	500.00
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Incoming Kinder Assessments
Amount	16000.00
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional Aide Salaries (2 paraeducators/3 days week/ 3.75 hours per day)
Amount	30000.00
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional Aide Salaries (4 paraeducators/3days per week/ 3.75 hours day)
Amount	8000.00

Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Instructional Aide- Math- 4 days per week/ 2 hours per day
Amount	1035.00
Source	Site Formula Funds
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Read Live Licenses
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitutes Costs for Trimester Assessment Release Days TK-5
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	TK and Kindergarten Aide support for classrooms
Amount	18000.00
Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	Instructional and Operating Supplies for Teachers
Amount	4320.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	ST Math

Strategy/Activity 3

Extended Learning Time, Opportunities and Support Service

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, SeeSaw, Reflex Math, ST Math, IXL Math and Accelerated Reader. 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 receive music instruction and our 4th grade students have the opportunity to learn the recorder. Our 5th grade students receive music instruction as well as 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 opportunities include: Nature Bowl, Spelling Bee, Oral Interpretation, the S.A.G.E.Map Contest,a school wide talent show, and Yearbook club for 5th grade students. Our intervention program runs three days a week. We have six paraeducators who provide 40 minutes of support to grades 1-5 under the supervision of the general education teachers. 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 Accelerated Reader 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. We are creating a makerspace/science room for students.

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/2022-06/30/2023

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	4000.00
Source	PTO
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Garden Coordinator
Amount	4000.00
Source	PTO
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Dance Instruction TK-5
Amount	3000.00
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Athletic Team Coaching Stipends (Volleyball, Cross Country, Basketball) Student Council Stipend
Amount	1050.00
Source	PTO
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Choir Teacher Stipend
Amount	3300.00
Source	PTO
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Funding Assistance for Grade Level Field Trips

Amount	5000.00
Source	Site Formula Funds
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Reading Carnival, Reading Rewards, PBIS incentives, Leadership T-Shirts
Amount	4000.00
Source	PTO
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	After School Enrichment
Amount	1000.00
Source	PTO
Budget Reference	2000-2999: Classified Personnel Salaries
Description	After School Enrichment
Amount	1000.00
Source	Site Formula Funds
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Registration fees/ transportation for Spelling Bee, Oral Interpretation and Nature Bowl, Sports League Fee
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

07/01/2022-06/30/2023

Person(s) Responsible

Administration and Staff

Proposed Expenditures for this Strategy/Activity

Amount	400.00
Source	Site Formula Funds
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	EDCOE SIPPS Registration- 5 aides and 1 teacher
Amount	200.00
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Sub Cost for SIPPS training
Amount	500.00
Source	Site Formula Funds
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra duty pay for 5 aides for attending training

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

07/01/2022-06/30/2023

Person(s) Responsible

Administration and Staff

Proposed Expenditures for this Strategy/Activity

Amount	750.00
Source	PTO
Budget Reference	0000: Unrestricted
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 2022-2023 school year. The survey indicated that 78% of students surveyed feel safe at school most or all of the time. 88% of the students surveyed reported that teachers and other grownups at school believe that they can do a good job and 94% responded that teachers and other grown ups at school want them to do their best.:however, only 78% of students answered yes or most of the time to being told when they do a good job. In the area of bullying 88% of students surveyed felt that teachers and other grown-ups make it clear that bullying is not allowed and 85% reported that if they tell a teacher they've been bullied the teacher will do something to help. Only 69% reported that students try to stop bullying when they see it happening. 89% of students surveyed answered that teachers treat students fairly all or most of the time.	Students feeling safe will increase to 85% most or all of the time. The number of students responding yes all or most of the time to being told they are doing a good job will increase to a minimum of 80% The number of students responding that students will try to stop bullying when they see it happening will increase from 69% to a minimum of 75%

Metric/Indicator	Baseline	Expected Outcome
	.	
CA School Dashboard for Chronic Absenteeism	The Chronic Absenteeism rate for the 2021-2022 school year was 17.2% for all students. This rate is significantly higher than previous year due to the pandemic.	Our goal is to decrease this rate by at least 5% for the 2022-2023 school year
CA School Dashboard for Suspension Rates	The 2021-2022 suspension rate was 1.1%.	Our goal is to decrease this number below 1%
CA Schools Parent Survey	The survey indicated that 96% of parents surveyed feel Green Valley is a safe place for their child 98% of all parents surveyed feel Green Valley encourages them to be an active partner in educating their child 88% of all parents surveyed feel Green Valley has adults who really care about students.	We would like increase and/or maintain a minimum of 90% in these categories.

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

07/01/2022-06/30/2023

Person(s) Responsible

Administration and Staff

Proposed Expenditures for this Strategy/Activity

Amount	250.00

Source	Donations
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

07/01/2022-06/30/2023

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

Amount	70000.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	School Counselor

Amount	35000.00
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	PBIS Facilitator

Amount	1000.00
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Learning Center Supports (fidgets, wobble chairs, chair bands)

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

07/01/2022-06/30/2023

Person(s) Responsible

Administration and Staff

Proposed Expenditures for this Strategy/Activity

Amount	6000.00

Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	SEL Conference/Training (Registration /Transportation/Lodging)
Amount	3000.00
Source	Donations
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Release Time for Grade Level 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.

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 fair	Our rating will increase to good.
Williams Act/Uniform Complaints	No Williams Act/Uniform Complaints were received during the 2021-2022 school year.	If a complaint is received ,100% of Williams Act/Uniform Complaints will be promptly addressed, and necessary deficits will be corrected.
CA School Staff Survey		

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

07/01/2022-06/30/2023

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

07/01/2022-06/30/2023

Person(s) Responsible

Administration and Staff

Proposed Expenditures for this Strategy/Activity

Amount	5000.00
Source	Donations
Budget Reference	5000-5999: Services And Other Operating Expenditures

Description	Curtains for Stage

Annual Review and Update

SPSA Year Reviewed: 2021-22

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	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.	Our school-wide performance in English Language Arts increased by 8.35% which was 2.35% above our goal. Our school wide performance in Math increased by .54% which was 6.46% below our goal.
District Benchmark Assessment Results	Student proficiency will increase on all Dibels benchmark assessments by 5% for all grade levels.	1st grade increased by 3% 2nd grade decreased by 2% 3rd grade decreased by 5% 4th grade remained the same. 5th grade increased by 9%
Student Reading Inventory (SRI) Lexile Scores	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%	2nd grade decreased by 8% 3rd grade increased by 3% 4th grade increased by 3% 5th grade remained the same.

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	Alignment of Instruction with Content Standards: Green Valley Elementary School utilized district adopted, standards-aligned language arts and math curriculum. Instruction was	NGSS Science Materials 4000-4999: Books And Supplies Site Formula Funds 1000.00	NGSS Science Materials 4000-4999: Books And Supplies Site Formula Funds 584.09
		Subs for teacher release time for trimester assessments 1000-1999: Certificated	Assessment Subs 1000-1999: Certificated Personnel Salaries District Funded

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	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.	Personnel Salaries District Funded	
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	Improvement of instructional strategies and materials: 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 assessments were used to identify students in need of academic intervention, and such	Kindergarten Classroom Paraeducators- 2 hours daily for 3 classrooms 2000-2999: Classified Personnel Salaries District Funded	Kindergarten Paraeducators- 2 hours per day for 3 classrooms 2000-2999: Classified Personnel Salaries District Funded
		Transitional Kindergarten Classroom Paraeducator- 1 hour per day for one class 2000-2999: Classified Personnel Salaries District Funded	Transitional Kindergarten Paraeducator- 1 hour per day for one class 2000-2999: Classified Personnel Salaries District Funded
		ESGI License for Kindergarten and First Grade Teachers 5000-5999: Services And Other Operating Expenditures District Funded	ESGI Licenses for Kindergarten and First Grade 5000-5999: Services And Other Operating Expenditures District Funded

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	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. 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	Extended Learning Time, Opportunities and Support Services Green Valley Elementary School provided extended learning time and	Intervention Aides 2000-2999: Classified Personnel Salaries Title I 25000.00 Dance Instruction TK-5 5000-5999: Services	Intervention Aides 2000-2999: Classified Personnel Salaries Title I 39874.14 Dance Instruction TK-5 5000-5999: Services

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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	increased educational opportunities for students. Such opportunities included access to online programs including Typing Agent, Reflex Math, ST Math and Reading Counts. We were not able to have any off-site field trips but did have some who came to our school. Second thru fifth grade students have the opportunity to be part of our school choir, 3rd grade students had music instruction from January - May and 4th grade students learned to play the recorder. In addition all 5th grade students had music instruction and the opportunity to participate in band. We were not able to offer the dance program in the Spring. Extracurricular learning opportunities included: Spelling Bee, the S.A.G.E.Map Contest, and Yearbook club for 5th grade students. Some extracurricular opportunities (such as Oral Interpretation) were suspended due to the pandemic. Our intervention program ran three days a week. We had six paraeducators who provided 40 minutes of support to grades 1-5 under the supervision of the Intervention teacher. All classes visited the library and checked out books weekly. Students participated in the Reading Counts program. We celebrated words read each trimester. We also set a school wide word goal and celebrated with a Reading Carnival at the	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 5000.00 Choir Teacher Stipend 1000-1999: Certificated Personnel Salaries Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 1050.00 Reading Carnival - Inflatables 5000-5999: Services And Other Operating Expenditures Site Formula Funds 1200.00 Reading Carnival Prizes, Reading Rewards, PBIS incentives 4000-4999: Books And Supplies Donations 3000.00 Read Live Licenses 5000-5999: Services And Other Operating Expenditures Title I 500.00 ST Math 5000-5999: Services And Other Operating Expenditures Title I 4000.00 Garden Coordinator Stipend 5000-5999: Services And Other Operating Expenditures Parent Teacher Association/Parent Faculty Club	And Other Operating Expenditures PTO 0.00 Coaching Stipends 1000-1999: Certificated Personnel Salaries Site Formula Funds 2750.00 Choir Teacher Stipend 1000-1999: Certificated Personnel Salaries PTO 1050.00 Reading Carnival Inflatables 5000-5999: Services And Other Operating Expenditures Site Formula Funds 1085.00 Reading Carnival Prizes, Reading Rewards, PBIS Incentives 4000-4999: Books And Supplies Donations Read Live Licenses 5000-5999: Services And Other Operating Expenditures Title I 690.00 ST Math 5000-5999: Services And Other Operating Expenditures Title I 4000.00 Garden Coordinator Stipend 5000-5999: Services And Other Operating Expenditures Parent Teacher Association/Parent Faculty Club

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	end of the year when we met our goal. In February, the school celebrated “I Love Reading Week” to promote literacy.	(PTA/PFC/PTSO, PTO, etc.) 4000.00 Yearbook Club Coordinator Stipend 1000-1999: Certificated Personnel Salaries PTO 550.00	(PTA/PFC/PTSO, PTO, etc.) 4000.00 Yearbook Club Coordinator Stipend 1000-1999: Certificated Personnel Salaries PTO 550.00
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	Staff Development and Professional Collaboration Green Valley Elementary School ensured 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). Partnerships with the El Dorado County Office of Education and Sacramento County	Tier 2 PBIS training subs for 3 teachers x 3 days post covid 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1512.00 Math Consultant- Jenny Maguire- 2 days of professional development for all teachers post covid 5800: Professional/Consulting Services And Operating Expenditures Title I 1930.00 Subs for Jenny Maguire Math training 1000-	PBIS Tier 2 training 0.00 Math Consultant- Jenny Maguire 0.00 Subs for Jenny Maguire 0.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	Office of Education provided increased opportunities for professional development and communities of practice. “Early Release Wednesdays” enabled professional collaboration among grade levels and ensured that staff had the time needed to engage in professional growth, conduct analysis of student performance, and develop instructional strategies to best meet students’ needs. We continued implementation of PBIS Tiers 1 and 2 although no formal training was available. GLAD training also was not able to take place because sessions were not offered.	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 3100.00	 Release Time 0.00
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	Involvement of Staff, Parents and Community Green Valley Elementary School involved staff, parents, students, and community members in school activities and planning sessions. Parents and staff had 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, had the opportunity to represent our school and provide input on the school district’s Local Control Accountability Plan. Parents of English learners were invited to participate on our site	Gators on the Green, Meet the Teacher and Kindergarten orientation 4000-4999: Books And Supplies PTO 750.00	Gators on the Green, Meet the Teacher and Kindergarten Orientation 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 785.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	English Language Advisory Committee (ELAC) as well as the District English Language Advisory Committee (DELAC). Stakeholders were informed about opportunities to participate through our school's website, the weekly Gator Gazette email blasts, social media, and other forms of communication. The school worked closely with the Parent Teacher Club (PTO) to improve opportunities for students and to enhance the campus. The Raising Reader Program is no longer offered by the Community Hub.		

Analysis

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

Academic and Intervention programs and strategies were implemented well at Green Valley as we returned to full day in person learning for the entire school year. 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.

All programs were in place with highly qualified teachers and the support of an Academic Recovery Teacher. Intervention outcomes were inconsistent due to student attendance/high absenteeism rates brought on by the pandemic restrictions.

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. This included the Math Consultant, release time due to sub shortage and no PBIS training being offered. Fluctuations in staff numbers and salaries accounted for small differences between projected and actual amounts spent. The largest difference was in paraeducators as we added an additional reading intervention aide and a math aide.

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 did not take place during the school year. This year we will be looking for staff to support the programs that were not funded due to COVID restrictions during the 2021/2022 school year. Aid supports scheduled have been changed throughout the year to support students as progress is made in some areas and support is needed elsewhere.

Annual Review and Update

SPSA Year Reviewed: 2021-22

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	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%	78% of students responding reported that they feel safe all or most of the time. This is a slight decrease from the previous year. 67% of students responding reported that they do things to be helpful all or most of the time. This is a slight decrease from the previous year. 69% of students responding reported that students will try to stop bullying when they see it happening. This is an increase of 5% from the previous year.
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.	The CA School Parent Survey showed that 96% of parents who responded to the survey felt their child was 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.	The suspension rate was 1.1% and the average attendance was 17.2% due to the Covid-19 restrictions and protocols which required excluding students from school for a specific length of time when they were exposed or tested positive for Covid.

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 emergency preparedness	School Safety: Green Valley Elementary School worked to ensure that all students and staff are safe on campus. All employees and students regularly participated in emergency preparedness	Red Ribbon Week Activities 0000: Unrestricted Site Formula Funds 250.00	Red Ribbon Activities Site Formula Funds 175.98

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.	drills and the staff is proficient with the use of the Catapult Emergency Response System. Students were provided with lessons on digital citizenship and online safety. All students participated in Red Ribbon activities designed to educate children about the dangers of drug and alcohol abuse, and students in grade 5 received sexual health education as prescribed by law. All staff were appropriately trained in Child Abuse Mandated Reporter requirements, and processes are in place to ensure that visitors to the campus are appropriately supervised, and volunteers are fingerprinted and have background checks conducted. Facility inspection reports were used to determine additional areas to improve safety and the School Site Safety Team worked with stakeholders to develop an annual Comprehensive Safety Plan.		
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	School Climate and Community Building: Green Valley Elementary School worked to ensure that all students feel connected to school and that their social, emotional, and behavioral needs were met. The Positive Behavior Interventions and Supports (PBIS) framework was used to create systems that	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 Supplies Site Formula Funds 500.00	Dental Puppet Show Assembly 0 Gator Way Incentives 4000-4999: Books And Supplies Donations 379.00 Resources for Counseling Center 4000-4999: Books And Supplies Site Formula Funds 385.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	explicitly taught students expected and appropriate behaviors for all locations of our school. The school's PBIS team developed a positive reinforcement system to encourage and support 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. Monthly assemblies were held to recognize students with outstanding citizenship. Our school counselor was available to assist students with mental health needs. Individual counseling, small group sessions, and whole class instruction were provided. The California Healthy Kids Survey was administered to students in 5th grade, and the results were analyzed by the site leadership team and site council to determine areas for growth.	Recess Equipment 4000-4999: Books And Supplies Site Formula Funds 500.00 PBIS Rewards 4000-4999: Books And Supplies Site Formula Funds 500.00	Recess Equipment 4000-4999: Books And Supplies Site Formula Funds 500.00 PBIS Rewards 4000-4999: Books And Supplies Site Formula Funds 587.00
Staff Collaboration and Professional Development: Green Valley Elementary School will provide teachers and classified support staff with professional development	Staff Collaboration and Professional Development: Green Valley Elementary School provided teachers and classified support staff with professional development to	SEL Conference 5000-5999: Services And Other Operating Expenditures Title I 1500.00	SEL Conference- 2 staff members 5000-5999: Services And Other Operating Expenditures Title I 4300.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	continually improve school climate. Topics included 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 was 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. The Verbal Deescalation training was cancelled due to the pandemic.		

Analysis

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

Green Valley 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. Some planned training did not take place due to COVID restrictions.

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.

The Conference amount was more because we sent two staff members instead of one. We had the funds due to other things being cancelled due to the pandemic.

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: 2021-22

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 increased from poor to fair
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.	There were no Williams Act Complaints.
Green Valley Staff Survey	As we continue to implement PBIS and professional development surrounding SEL and Trauma Informed Practices, staff will feel more comfortable meeting student needs.	Staff continue to voice concern and desire for additional training surrounding SEL and Trauma Informed Practices.

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,	Staff Collaboration and Professional Development: Green Valley Elementary School offered 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 were included in trainings pertaining to Social Emotional Learning, Trauma Informed Practices, Positive		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Positive Behavior Interventions and Supports, and elements of Restorative Justice.	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.	Facilities and Technology Infrastructure: Green Valley Elementary School provided facilities, technology, furniture and supplies that maximize the effectiveness of school operations. The school, working in conjunction with the RUSD Maintenance and Operations Department, used the Facilities Inspection Tool (FIT) to determine areas for facility improvement. Improvements deemed necessary were communicated to RUSD Maintenance Personnel. We engaged in school beautification projects with the support of our PTO and our student leadership team.		

Analysis

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

The positions listed above continue to receive training to support their roles.

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

The trainings are in place to create support for employees and to build relationships between employees at the site level and the district level.

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

No differences noted

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.

No changes at this time

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	233,155.00

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Donations	9,750.00
None Specified	0.00
PTO	18,650.00
Site Formula Funds	35,435.00
Title I	169,320.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	1,000.00
1000-1999: Certificated Personnel Salaries	90,300.00
2000-2999: Classified Personnel Salaries	86,500.00
4000-4999: Books And Supplies	25,300.00
5000-5999: Services And Other Operating Expenditures	30,055.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	Donations	250.00
1000-1999: Certificated Personnel Salaries	Donations	3,000.00
4000-4999: Books And Supplies	Donations	1,500.00
5000-5999: Services And Other Operating Expenditures	Donations	5,000.00
None Specified	None Specified	0.00
0000: Unrestricted	PTO	750.00
1000-1999: Certificated Personnel Salaries	PTO	5,600.00
2000-2999: Classified Personnel Salaries	PTO	5,000.00
5000-5999: Services And Other Operating Expenditures	PTO	7,300.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	3,700.00
2000-2999: Classified Personnel Salaries	Site Formula Funds	500.00
4000-4999: Books And Supplies	Site Formula Funds	23,800.00
5000-5999: Services And Other Operating Expenditures	Site Formula Funds	7,435.00
1000-1999: Certificated Personnel Salaries	Title I	78,000.00
2000-2999: Classified Personnel Salaries	Title I	81,000.00
5000-5999: Services And Other Operating Expenditures	Title I	10,320.00

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

1 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

Name of Members	Role
Michelle Winberg	Principal
Colin Scowcroft	Classroom Teacher
Heather Rodriguez	Other School Staff
Maryrose McCoy	Parent or Community Member
Tamra Scalese	Parent or Community Member
Lynsie Paulukitis	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:

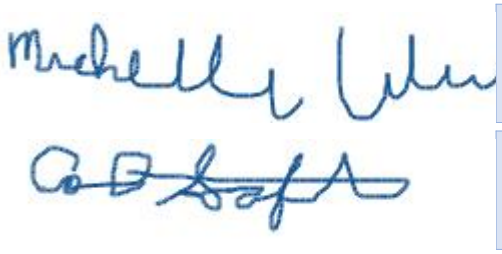
Signature	Committee or Advisory Group Name
	Other: Note: SSC serves as the representing advisory committee for Special Ed, and ELAC.

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 1/25/2023.

Attested:



Principal, Michelle Winberg on 1/27/2023

SSC Chairperson, ColinScowcroft on 1/27/2023

Addendum

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

Instructions: Linked Table of Contents

Educational Partner 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.

Educational Partner 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 Educational Partner 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: **2022-23**

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	12/9/22
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

Jackson School is a TK-5 elementary school which serves a student body of 465 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 125 minutes of Physical Education each week from a certificated P.E. teacher and 1st-3rd grade classes receive 45 minutes per week. Fourth and fifth graders also have the option to participate in Instrumental Band each week with a certificated music teacher. All students receive music instruction once a week in 1st-5th grade 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, 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 our K-5 Intervention Aide and our Intervention 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 Accelerated Reader 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 "Blast Off to Reading" program in the library. Students accumulate words read and move their rocket through space. The principal presents monthly reading certificates for "words read" in every classroom. Students that reach the Millionaires' level are treated to a goodie bag with bookmarks, free personal pizza, pencils, earsers, etc. 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 over the past several years has centered around Trauma Informed Teaching Practices, Restorative Practices, Step Up to Writing, GLAD, Love & Logic, Math Instruction,and Social-emotional Learning; teachers have received training both at the district level and site level this year on both topics. Every classroom has a Comfort Corner and teachers have 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, Accelerated Reader, Jupiter Grades, SBAC Interim and Comprehensive Assessments, and Discovery Learning. We offer technology-based electives including: robotics, 3-D Printing, video production, and coding for 4th and 5th graders each trimester and we participate in the "Hour of Code" coding program each year.

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 and in school wide assemblies. In addition, students are also recognized for behavior by yard supervisors and receive JAG-Y GEMs that they put into containers in the classrooms. JAG-Y gems are tallied and the 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 2023. The Multiple Abilities Class has a mentor program available at lunch for students as well, this program will resume this fall. 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 five days per week. The counselor meets with individual students for support. Beginning in the fall of 2022 the counselor 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, Doughnuts with Grownups, 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.

Educational Partner 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		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.22%	%	%	1		
African American	1.34%	1.5%	1.66%	6	5	8
Asian	5.15%	4.1%	7.68%	23	14	37
Filipino	2.46%	2.0%	1.87%	11	7	9
Hispanic/Latino	13.87%	14.5%	12.66%	62	50	61
Pacific Islander	0.89%	0.9%	0.41%	4	3	2
White	74.72%	75.4%	74.27%	334	261	358
Multiple/No Response	1.34%	1.7%	1.45%	6	6	7
			Total Enrollment	447	346	482

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	76	60	92
Grade 1	78	46	79
Grade 2	70	59	66
Grade3	80	57	80
Grade 4	65	71	77
Grade 5	78	53	88
Total Enrollment	447	346	482

Conclusions based on this data:

1. Enrollment is currently at 482 students for the 21-22 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		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	10	5	7	2.2%	1.40%	1.5%
Fluent English Proficient (FEP)	9	7	10	2.0%	2.00%	2.1%
Reclassified Fluent English Proficient (RFEP)	3	2		21.4%	0.60%	

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 2021 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	67	67	80	67	65	76	67	65	76	100	97.0	95.0
Grade 4	80	78	76	77	74	75	77	74	75	96.3	94.9	98.7
Grade 5	85	56	86	83	52	83	83	52	83	97.6	92.9	96.5
All Grades	232	201	242	227	191	234	227	191	234	97.8	95.0	96.7

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2487.	2478.	2484.	53.73	43.08	56.58	23.88	29.23	14.47	14.93	24.62	18.42	7.46	3.08	10.53
Grade 4	2521.	2528.	2533.	48.05	51.35	53.33	25.97	24.32	29.33	12.99	18.92	10.67	12.99	5.41	6.67
Grade 5	2571.	2575.	2557.	56.63	36.54	32.53	28.92	50.00	44.58	4.82	9.62	16.87	9.64	3.85	6.02
All Grades	N/A	N/A	N/A	52.86	44.50	47.01	26.43	32.98	29.91	10.57	18.32	15.38	10.13	4.19	7.69

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.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	55.22	32.31	35.53	34.33	58.46	53.95	10.45	9.23	10.53
Grade 4	41.56	35.14	44.00	49.35	62.16	49.33	9.09	2.70	6.67
Grade 5	53.66	32.69	31.33	40.24	67.31	65.06	6.10	0.00	3.61
All Grades	50.00	33.51	36.75	41.59	62.30	56.41	8.41	4.19	6.84

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	46.27	27.69	42.11	44.78	66.15	48.68	8.96	6.15	9.21
Grade 4	32.47	29.73	38.67	62.34	64.86	58.67	5.19	5.41	2.67
Grade 5	47.56	44.23	31.33	41.46	46.15	63.86	10.98	9.62	4.82
All Grades	42.04	32.98	37.18	49.56	60.21	57.26	8.41	6.81	5.56

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	44.78	15.38	18.42	47.76	76.92	75.00	7.46	7.69	6.58
Grade 4	45.45	27.03	20.00	49.35	67.57	73.33	5.19	5.41	6.67
Grade 5	42.68	32.69	19.28	51.22	59.62	69.88	6.10	7.69	10.84
All Grades	44.25	24.61	19.23	49.56	68.59	72.65	6.19	6.81	8.12

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.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	40.30	32.31	32.89	53.73	63.08	59.21	5.97	4.62	7.89
Grade 4	31.17	33.78	18.67	54.55	66.22	76.00	14.29	0.00	5.33
Grade 5	57.32	42.31	31.33	35.37	53.85	66.27	7.32	3.85	2.41
All Grades	43.36	35.60	27.78	47.35	61.78	67.09	9.29	2.62	5.13

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. In the spring of 2022, 77% of 3rd-5th grade students met or exceeded standards on the English Language Arts portion of the CAASPP test. This is a decrease of 1% from the last reported result in the 2020-2021 school year.

In the spring of 2022, 234 3rd-5th grade students took the state-modified version of the CAASPP test. The test was a shortened version of the state test which is similar to the shortened test during the 2020-2021 year. As a result, the state did not provide any claim data, but just an overall score.

2. In the spring of 2022, 242 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.

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 2022, 242 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 2020-2021

Cohort Performance
When compared to the prior year (2020-2021), the same group of students increased in their overall performance from their 3rd grade to their 4th grade year in English Language Arts by 10% to reach 80% of students meeting or exceeding standards.

When compared to the prior year (2020-2021), the same group of students improved in their overall performance from their 4th grade to their 5th grade year in English Language Arts by 3% to reach 78% 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	67	67	80	67	65	76	67	65	76	100	97.0	95.0
Grade 4	80	78	76	77	74	75	77	74	75	96.3	94.9	98.7
Grade 5	85	56	86	83	52	83	83	52	83	97.6	92.9	96.5
All Grades	232	201	242	227	191	234	227	191	234	97.8	95.0	96.7

* 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2483.	2492.	2485.	38.81	43.08	42.11	37.31	41.54	42.11	17.91	10.77	7.89	5.97	4.62	7.89
Grade 4	2513.	2523.	2541.	25.97	40.54	42.67	38.96	33.78	38.67	29.87	20.27	14.67	5.19	5.41	4.00
Grade 5	2548.	2554.	2546.	44.58	38.46	32.53	25.30	34.62	26.51	14.46	19.23	32.53	15.66	7.69	8.43
All Grades	N/A	N/A	N/A	36.56	40.84	38.89	33.48	36.65	35.47	20.70	16.75	18.80	9.25	5.76	6.84

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	53.73	50.77	47.37	40.30	47.69	46.05	5.97	1.54	6.58
Grade 4	41.56	45.95	64.00	44.16	47.30	30.67	14.29	6.76	5.33
Grade 5	56.63	36.54	26.51	24.10	53.85	62.65	19.28	9.62	10.84
All Grades	50.66	45.03	45.30	35.68	49.21	47.01	13.66	5.76	7.69

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.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	46.27	46.15	47.37	44.78	50.77	46.05	8.96	3.08	6.58
Grade 4	31.17	33.78	34.67	58.44	55.41	58.67	10.39	10.81	6.67
Grade 5	31.33	34.62	26.51	53.01	55.77	56.63	15.66	9.62	16.87
All Grades	35.68	38.22	35.90	52.42	53.93	53.85	11.89	7.85	10.26

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.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	52.24	44.62	50.00	38.81	47.69	43.42	8.96	7.69	6.58
Grade 4	42.86	45.95	37.33	46.75	48.65	60.00	10.39	5.41	2.67
Grade 5	37.35	32.69	16.87	48.19	61.54	74.70	14.46	5.77	8.43
All Grades	43.61	41.88	34.19	44.93	51.83	59.83	11.45	6.28	5.98

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 2022, 75% of 3rd-5th grade students met or exceeded standards on the Math portion of the CAASPP test. This is a decrease of 3% from the last reported result in the 2020-2021 school year.

In the spring of 2022, 234 students took the state-modified version of the CAASPP test. The test was a shortened version of the state test which is similar to the shortened test during the 2020-2021 year. As a result, the state did not provide any claim data, but just an overall score.

I

2. In the spring of 2022, 234 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.

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 2022, 234 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 2020-2021

Cohort Performance
When compared to the prior year (2020-2021), the same group of students declined in their overall performance from their 3rd grade to their 4th grade year in Math by 3% to reach 82% of students meeting or exceeding standards.

When compared to the prior year (2020-2021), the same group of students declined in their overall performance from their 4th grade to their 5th grade year in Math by 13% to reach 60% 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*		*	*		*	*		*	*		*
1	*		*	*		*	*		*	*		*
2	*	*		*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*	
All Grades										15	5	4

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*		*	*		*	*		*	*		*	*		*
1	*		*	*		*	*		*	*		*	*		*
2	*	*		*	*		*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*		*	*	
All Grades	33.33	*	*	40.00	*	*	0.00	*	*	26.67	*	*	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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*		*	*		*	*		*	*		*	*		*
1	*		*	*		*	*		*	*		*	*		*
2	*	*		*	*		*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*		*	*	
All Grades	33.33	*	*	40.00	*	*	6.67	*	*	20.00	*	*	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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*		*	*		*	*		*	*		*	*		*
1	*		*	*		*	*		*	*		*	*		*
2	*	*		*	*		*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*		*	*	
All Grades	13.33	*	*	53.33	*	*	6.67	*	*	26.67	*	*	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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*		*	*		*	*		*	*		*
1	*		*	*		*	*		*	*		*
2	*	*		*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*	
All Grades	40.00	*	*	40.00	*	*	20.00	*	*	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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*		*	*		*	*		*	*		*
1	*		*	*		*	*		*	*		*
2	*	*		*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*	
All Grades	33.33	*	*	46.67	*	*	20.00	*	*	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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*		*	*		*	*		*	*		*
1	*		*	*		*	*		*	*		*
2	*	*		*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*	
All Grades	20.00	*	*	53.33	*	*	26.67	*	*	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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*		*	*		*	*		*	*		*
1	*		*	*		*	*		*	*		*
2	*	*		*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*	
All Grades	46.67	*	*	26.67	*	*	26.67	*	*	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:

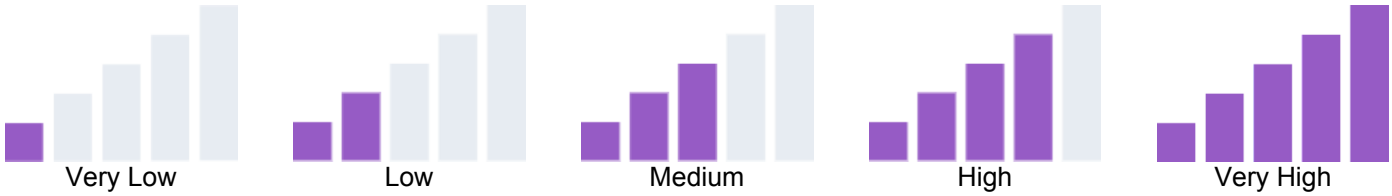
1. At Jackson School, 8% of the student population is socioeconomically disadvantaged. We make every effort to access community programs, such as Operation School Bell and Coats for Kids, to make sure their needs are met. We make sure that students have access to healthy snacks and the hot lunch and breakfast program for increased learning.
2. This socioeconmically disadvantaged subgroup was to small to generate a category on the dashboard.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Very High	Chronic Absenteeism: High	Suspension Rate: Very Low
Mathematics: Very High		
English Learner Progress: No Performance Level		

Conclusions based on this data:

1. Academic Performance:

   Under the Academic Performance Indicator, student performance data indicates that they performed in the very high level in English Language Arts and the very high level in Mathematics for the 2021-22 school year.

2. Academic Engagement:

Under the Academic Engagement Indicator, student performance data indicates that the Chronic Absenteeism level is high based on state criteria for the 2021-22 school year. This level is considered an anomaly due to the requirements of the Department of Public Health in relation to addressing student health during the COVID-19 Pandemic.

3. Conditions & Climate:

Under the Conditions & Climate Indicator, school performance data indicates that the Suspension Rate level is very low based on state criteria for the 2021-22 school year.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	0	0	1	1

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students

Very High
56.5 points above standard
231 Students

English Learners

No Performance Level
9 Students

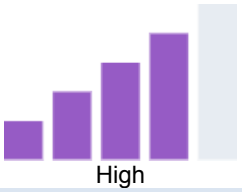
Foster Youth

Homeless

Socioeconomically Disadvantaged

No Performance Level
8.3 points below standard
18 Students

Students with Disabilities



High
18.9 points above standard
40 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 4 Students		No Performance Level 67.0 points above standard 13 Students	No Performance Level 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Level 21.0 points above standard 26 Students	No Performance Level 5 Students	No Performance Level 2 Students	Very High 58.4 points above standard 179 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
2 Students	7 Students	55.5 points above standard 218 Students

Conclusions based on this data:

1. Overall Performance:

The English Language Arts Performance Indicator demonstrates that in the All Students category, students scored at the very high level based on state criteria for the 2021-22 school year.

2. Race/Ethnicity:

The English Language Arts Performance by Race/Ethnicity Indicator demonstrates that (List the data for student groups that have a performance level):

Students in the White Student Group scored in the very high performance level, which is 58.4 points above/below standard. This is based on the data for 179 students.

There were other student groups that did not receive a performance level score due to having less than the state minimum number of students enrolled based on state criteria.

3. English Learners:

The English Language Arts Data Comparisons for English Learners indicates that:
Data was not available due to the size of the subgroup.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	0	0	1	1

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students

Very High
41.1 points above standard
231 Students

English Learners

No Performance Level
9 Students

Foster Youth

Homeless

Socioeconomically Disadvantaged

No Performance Level
5.1 points below standard
18 Students

Students with Disabilities

High
5.2 points above standard
40 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 4 Students		No Performance Level 32.2 points above standard 13 Students	No Performance Level 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Level 18.3 points above standard 26 Students	No Performance Level 5 Students	No Performance Level 2 Students	Very High 42.2 points above standard 179 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
2 Students	7 Students	40.4 points above standard 218 Students

Conclusions based on this data:

1. Overall Performance:

   The Mathematics Performance Indicator demonstrates that in the All Students category, students scored at the very high level based on state criteria for the 2021-22 school year.

2. Race/Ethnicity:

   The Mathematics Performance by Race/Ethnicity Indicator demonstrates that (List the data for student groups that have a performance level):

   Students in the White Student Group scored in the very high performance level, which is 42.2 points above standard. This is based on the data for 179 students.

There were other student groups that did not receive a performance level score due to having less than the state minimum number of students enrolled based on state criteria.

3. English Learners:

The Mathematics Data Comparisons for English Learners indicates that:

Data was not available due to the size of the subgroup.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Level

making progress towards English language proficiency

Number of EL Students: 3 Students

Performance Level: No Performance Level

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.

2022 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
0.0%	0.0%	0.0%	0.0%

Conclusions based on this data:

1. 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. Only 3 students were in 3rd-5th grade and could participate in school testing. All three students met standards in Math and ELA with this exception of one student who nearly met standards in ELA on state testing.

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

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

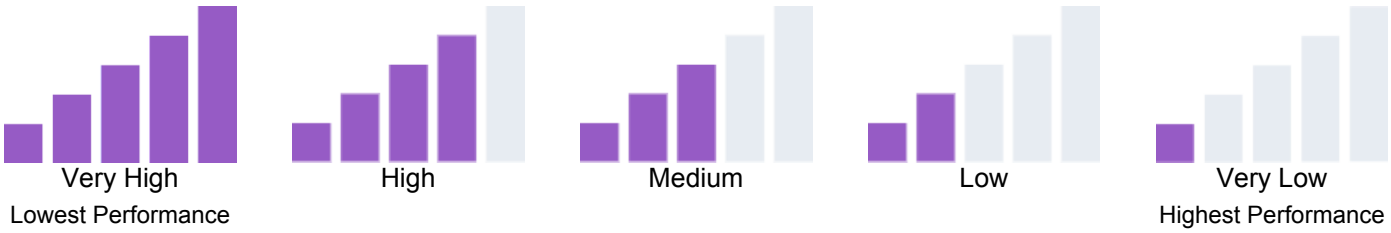
1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

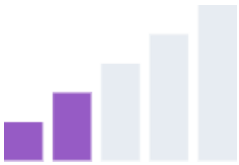
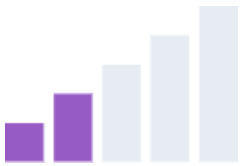
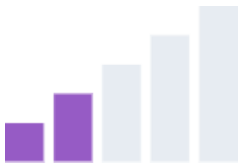
2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
1	3	1	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
High	No Performance Level	
13.9% Chronically Absent	Less than 11 Students	
502 Students	7 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Medium
Less than 11 Students	34.6% Chronically Absent	7.9% Chronically Absent
1 Student	52 Students	76 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level Less than 11 Students 8 Students		 High 18.4% Chronically Absent 38 Students	No Performance Level Less than 11 Students 10 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 High 12.3% Chronically Absent 65 Students	No Performance Level Less than 11 Students 7 Students	No Performance Level Less than 11 Students 2 Students	 High 14.2% Chronically Absent 372 Students

Conclusions based on this data:

1. Overall Performance:

The Chronic Absenteeism Indicator demonstrates that in the All Students category, students scored at the high level as 13.9 percent of students out of a total of 502 students were considered chronically absent based on state criteria for the 2021-22 school year. This data is considered an anomaly due to the requirements of the Department of Public Health in relation to addressing student health during the COVID-19 Pandemic.

2. Student Group:

The Chronic Absenteeism Indicator demonstrates that in the Student Group category, Socioeconomically disadvantaged students scored at the very high level as 34.6 percent of students out of a total of 52 students were considered chronically absent based on state criteria for the 2021-22 school year. This data is considered an anomaly due to the requirements of the Department of Public Health in relation to addressing student health during the COVID-19 Pandemic.

The Chronic Absenteeism Indicator demonstrates that in the Student Group category, Students with disabilities scored at the medium level as 7.9 percent of students out of a total of 76 students were considered chronically absent based on state criteria for the 2021-22 school year. This data is considered an anomaly due to the requirements of the Department of Public Health in relation to addressing student health during the COVID-19 Pandemic.

3. Race/Ethnicity:

The Chronic Absenteeism Indicator in the Race/Ethnicity category demonstrates the following:

Students in the White Student Group scored at the high level as 14.2 percent of students out of a total of 372 students were considered chronically absent based on state criteria for the 2021-22 school year.

Students in the Asian Student Group scored at the high level as 18.4 percent of students out of a total of 38 students were considered chronically absent based on state criteria for the 2021-22 school year.

Students in the Hispanic Student Group scored at the high level as 12.3 percent of students out of a total of 65 students were considered chronically absent based on state criteria for the 2021-22 school year.

*As stated above, this data is considered an anomaly due to the requirements of the Department of Public Health in relation to addressing student health during the COVID-19 Pandemic.

**There were other student groups that did not receive a performance level score due to having less than the state minimum number of students enrolled based on state criteria.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

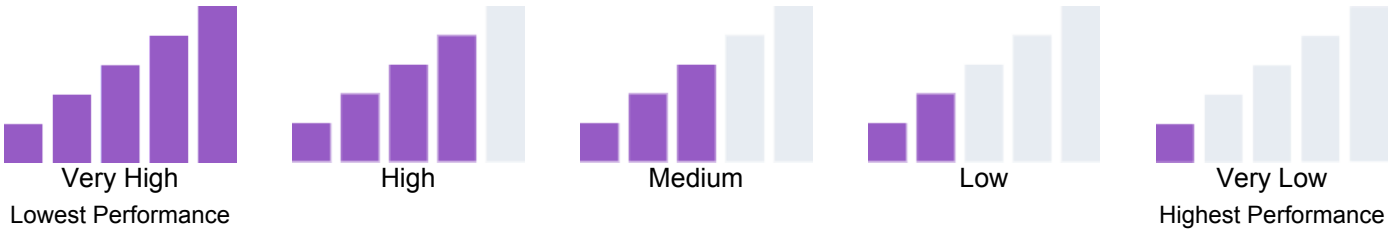
1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	1	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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	No Performance Level	No Performance Level
0.2% suspended at least one day	Less than 11 Students	Less than 11 Students
509 Students	7 Students	1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
Less than 11 Students	0% suspended at least one day	0% suspended at least one day
1 Student	54 Students	77 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level Less than 11 Students 8 Students		Very Low 0% suspended at least one day 38 Students	No Performance Level 0% suspended at least one day 11 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium 1.5% suspended at least one day 67 Students	No Performance Level Less than 11 Students 7 Students	No Performance Level Less than 11 Students 2 Students	Very Low 0% suspended at least one day 376 Students

Conclusions based on this data:

1. Overall Performance:

The Suspension Rate Indicator demonstrates that in the All Students category, students scored at the very low level as 0.2% percent of students out of a total of 509 students were suspended at least one day during the 2021-22 school year. This scoring is based on state criteria.

2. Student Group Performance:

The Suspension Rate Indicator demonstrates that in the Student Group category, Socioeconomically Disadvantaged students scored at the very low level as 0% percent of students out of a total of 54 students were suspended at least one day during the 2021-22 school year. This scoring is based on state criteria.

The Suspension Rate Indicator demonstrates that in the Student Group category, Students With Disabilities students scored at the very low level as 0% percent of students out of a total of 77 students were suspended at least one day during the 2021-22 school year. This scoring is based on state criteria.

3. Race/Ethnicity:

The Suspension Rate Indicator in the Race/Ethnicity category demonstrates the following:

Students in the White Student Group scored at the very low level as 0% percent of students out of a total of 376 students were suspended at least one day during the 2021-22 school year. This scoring is based on state criteria.

Students in the Asian Student Group scored at the very low level as 0% percent of students out of a total of 38 students were suspended at least one day during the 2021-22 school year. This scoring is based on state criteria.

Students in the Hispanic Student Group scored at the medium level as 1.5% percent of students out of a total of 67 students were suspended at least one day during the 2021-22 school year. This scoring is based on state criteria.

*There were other student groups that did not receive a performance level score due to having less than the state minimum number of students enrolled based on state criteria.

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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 2022, 77% of 3rd-5thgrade students met or exceeded standards on the English Language Arts portion of the CAASPP test. This is a decrease of 1% from the last reported result in the 2020-2021 school year In the spring of 2022, 234 students took the CAASPP test provided by the state of California. The test was a shortened version of the state test which is similar to the shortened test given in Spring 2021. As a result, the state did not provide any Claim data, but just an overall score. 3rd Grade - 71% Met or Exceeded (dropped by 3%) 4th Grade - 82% Met or Exceeded (increased by 9%) 5th Grade - 78% Met or Exceeded (decreased by 9 %)	We have a goal to increase our school-wide performance by 3% in language arts and 3% in math for the 2022-2023 school year.

Metric/Indicator	Baseline	Expected Outcome
Smarter Balanced Assessment for Math (2021)	In the spring of 2022, 75% of 3rd-5th grade students met or exceeded standards on the math portion of the CAASPP test. This is a increase/decrease of 3% from the last reported result in the 2020-2021 school year In the spring of 2022, 234 students took the CAASPP test provided by the state of California. The test was a shortened version of the state test which is similar to the shortened test given in Spring 2021. As a result, the state did not provide any Claim data, but just an overall score. 3rd Grade - 84% Met or Exceeded (decreased by 1%) 4th Grade - 82% Met or Exceeded (increased by 7%) 5th Grade - 60% Met or Exceeded (decreased by 13%)	We have a goal to increase our school-wide performance by 3% in language arts and 3% in math for the 2022-2023 school year.
Accelerated Reader (Star Reading Test) Baseline	In the fall of 2022, RUSD changed its reading program from Reading Counts to Accelerated Reader. As such, the data points have changed and are not directly comparable. The start of the year baseline for Accelerated Reader (Star Reading Test) is as follows: 3rd Grade At or Above Benchmark - 75% On Watch - 11% Intervention - 6% Urgent Intervention - 8% 4th Grade At or Above Benchmark - 81% On Watch - 6% Intervention - 8% Urgent Intervention - 5% 5th Grade At or Above Benchmark - 73% On Watch - 18% Intervention - 8% Urgent Intervention - 1%	We have a goal to improve our percentage of students performing At or Above Benchmark to at least 83% in grades 3-5 by the end of the 2022-2023 school year. We have moved to a more rigorous reading program this year.
DIBELS (2022)	1st Grade Benchmark Reading Fluency - 72% !st Grade BPST 95%	

Metric/Indicator	Baseline	Expected Outcome
	2nd Grade DORF Fluency-75% 2nd Grade DORF Accuracy- 82% 3rd Grade DORF Fluency- 80% 3rd Grade DORF Accuracy- 89% 4th Grade DORF Fluency-88% 4th Grade DORF Accuracy- 96% 5th Grade DORF Fluency- 80% 5th Grade DORF Accuracy- 85%	1st Grade -assessments changed - unable to make comparisons this year. 2nd Grade - Fluency stayed the same, Accuracy increased by 2% 3rd Grade - Fluency increased 5%, Accuracy increased 3% 4th Grade - Fluency decreased by 4%, Accuracy increased by 4% 5th Grade - Fluency increased 6%, Accuracy increased by 8%

Planned Strategies/Activities

Strategy/Activity 1

Alignment of Instruction with Content Standards

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 activities/Units of Study in Reading/Writing designed to address all stages of the writing process, and students will improve their writing skills through use of these programs. Teachers will focus on instructional strategies and use trimester math assessments/IABs to guide instruction. Teachers will use Reflex Math and iXL Math with students to differenciate instruction based on individual student needs. Teachers will continue to focus on the Next Generation Science Standards (NGSS) using Mystery Science, Amplify, or other NGSS aligned bridge programs.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2022 - 5/2023

Person(s) Responsible

Principal, Teachers, Instructional Assistants

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Accelerated Reader license
Source	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures

Description	iXL Math for the 21-22 school year
Source	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Reflex Math subscription for the 20-21 school year
Amount	4,000.00
Source	PTO
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Garden Coordinator
Amount	500.00
Source	PTO
Budget Reference	3000-3999: Employee Benefits
Description	Garden Coordinator
Amount	1395.00
Source	Donations
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	STEAM Science Assembly
Amount	1295.00
Source	Donations
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Planetarium Science Assembly
Amount	2000.00
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Hydroponics Equipment

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 for 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. 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

8/2022 - 5/2023

Person(s) Responsible

Principal, Teachers, Instructional Assistants

Proposed Expenditures for this Strategy/Activity

Amount	12,885.00
Source	District Funded
Budget Reference	3000-3999: Employee Benefits
Description	Intervention Teacher
Amount	52,462.00
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Intervention Teacher
Source	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	ESGI Assessment Program
Amount	10,435.00
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Paraeducators for Intervention in ELA
Amount	3761.00
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
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Trimester Assessment Substitutes

Strategy/Activity 3

Extended Learning Time, Increased Educational Opportunity & Support Services:

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 Accelerated Reader. 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 in TK-2nd grade 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, dance, visual art, 3-D printing, and Video Production. The TK-3 classes visit the library weekly for story time and to check out library books. The principal has story time 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 Accelerated Reader program to improve their reading lexile.. 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

8/2022 - 5/2023

Person(s) Responsible

Principal, Teachers, Instructional Assistants

Proposed Expenditures for this Strategy/Activity

Amount	1000.00
Source	PTO
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	PTO
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

8/2022 - 5/2023

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 2022-23 school year. The survey indicated that 89% percent of students surveyed feel safe at school most or all of the time. An average of 84% of all students surveyed feel well connected. An average of 84% of all students surveyed feel that there are adults that care about them most or all of the time. Finally, 96% 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 the area of students feeling respected there was an increase of 3% with 96% feeling that they are treated with respect at school. Our percentages decreased in the areas of caring adults at school and feeling connected at school- there was a 5% drop in both areas from 89% to 84%. The percentage of students feeling safe at school dropped from 98% to 89%.
LCAP Parent Survey	Parents expressed concern about the condition of the field, and the age of our facility. Parents also expressed concern regarding the quality of hot lunches.	The district has reroofed several buildings, and we have revamped our bathroom cleaning rotations. We have established funding for a new school field to be completed in February 2023.
CA School Dashboard Chronic Absenteeism Rate	2021-2022 Chronic Absenteeism Rate was 13.9%.	Our goal was to reduce the Chronic Absenteeism Rate by 0.5% Unfortunately, due to students being under quarantine our rate as of the spring 2022 is up by 10.8%.

Metric/Indicator	Baseline	Expected Outcome
CA School Dashboard Suspension Rate	The Suspension Rate fell in the "very low" range on the 2022 dashboard.	Our goal was to reduce the Suspension Rate by 0.2%. As of spring 2022 our suspension dropped by 0.2% from 0.4% to 0.2%.
California School Parent Survey	The survey indicated that 98% of parents surveyed feel Jackson is a safe place for their child. 94% of all parents surveyed feel Jackson encourages them to be an active partner in educating their child. 99% of all parents surveyed feel Jackson has adults who really care about students.	Parents feeling that their child's school is a safe place will increase by 1%. Parents feeling encouraged to be an active partner in the education of their child will increase by 3%. Parents feeling that the school staff really care about students will increase by 1%.

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 cleared for TB and fingerprinted/ background checks if they are going on a field trip. 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

8/2022 - 5/2023

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 five 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

8/2022 - 5/2023

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	PTO
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Touch of Understanding Assembly
Amount	1000
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

8/2022 - 5/2023

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 2021-2022 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.

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

8/2022 - 5/2023

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.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2022 - 5/2023

Person(s) Responsible

Principal, Teachers, and Support Staff

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2021-22

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 (2022)	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%	In the spring of 2022, 77% of 3rd-5th students met or exceeded standards on the English Language Arts portion of the CAASPP test. This is a decrease of 1% from the last reported result in the 2020-2021 school year In the spring of 2022, 234 students took the CAASPP test provided by the state of California. The test was a shortened version of the state test which is similar to the shortened test given in Spring 2021. As a result, the state did not provide any Claim data, but just an overall score.
Smarter Balanced Assessment for Math (2021)	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%	In the spring of 2022, 75% of 3rd-5th students met or exceeded standards on the math portion of the CAASPP test. This is a decrease of 3% from the last reported result in the 2020-2021 school year In the spring of 2022, 234 students took the CAASPP test provided by the state of California. The test was a shortened version of the state test which is similar to the shortened test given in Spring 2021. As a result, the state did not provide any Claim data, but just an overall score.
Lexile Proficiency Growth Report (2021)	3rd Grade - Increase by 5% 4th Grade - Increase by 5% 5th Grade - Increase by 5%	In the spring of 2022, overall 67% of students scored in the Advanced/Proficient range. This was a drop of 13% from 2021. Third grade had a decrease of 21%, 4th grade had a 1% decrease, and 5th grade had a decrease of 10%.
DIBELS (2021)	Kindergarten - Increase by 5% 1st Grade - Increase by 5% 2nd Grade - Increase by 5% 3rd Grade - Increase by 5%	

Metric/Indicator	Expected Outcomes	Actual Outcomes
	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 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 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 Mystery Science, Amplify, or other NGSS aligned bridge programs.		ELA 1.11 Reading Counts license 5000-5999: Services And Other Operating Expenditures District Funded	ELA 1.11 Reading Counts license 5000-5999: Services And Other Operating Expenditures District Funded
		Math 1.2 iXL Math for the 20-21 school year 5000-5999: Services And Other Operating Expenditures District Funded	Math 1.2 iXL Math for the 20-21 school year 5000-5999: Services And Other Operating Expenditures District Funded
		Math 1.2 Reflex Math subscription for the 20-21 school year 5000-5999: Services And Other Operating Expenditures District Funded	Math 1.2 Reflex Math subscription for the 20-21 school year 5000-5999: Services And Other Operating Expenditures District Funded
		Math 1.9 Garden Coordinator 2000-2999: Classified Personnel Salaries PTO 4,000.00	Math 1.9 Garden Coordinator 2000-2999: Classified Personnel Salaries PTO 4000.00
		Math 1.9 Garden Coordinator 3000-3999: Employee Benefits PTO 500.00	Math 1.9 Garden Coordinator 3000-3999: Employee Benefits PTO 500.00
Improvement of instructional strategies and materials:		Trimester Assessment Days (Sub Costs) 1000-1999: Certificated	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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. Intervention teacher/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. 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		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	
		Teach Like A champion (books for teachers) 4000-4999: Books And Supplies District Funded 805.00	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
demonstrate understanding.			
Extended Learning Time, Increased Educational Opportunity & Support Services: Due to C0VID-19 some programs have been suspended this year and will resume in the 2022-23 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		School Science Fair 5000-5999: Services And Other Operating Expenditures PTO 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 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 PTO 2500.00	School Science Fair 5000-5999: Services And Other Operating Expenditures PTO Spelling Bee 5000-5999: Services And Other Operating Expenditures Site Formula Funds 225.00 Spelling Bee Substitues 1000-1999: Certificated Personnel Salaries Site Formula Funds 560.00 Oral Interpretaion 5000-5999: Services And Other Operating 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 PTO 2480.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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 Accelerated Reader 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.			

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

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

Analysis

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

Students came back to school full day and some school enrichment acticities were put back into place. However, state testing scores fluctuated due to high abcenteeism rates associated with illnesses.

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

All programs were in place with highly qualified teacchers and the support of an Academic Recovery Teacher. While individual students thrived overall, abscenteeism which was in the "very high" category on the dashboard had an impact on state test scores.

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

Nature Bowl was virtual so a substitute was not needed and Oral Interpretation 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.

Our focus will be on increasing attendance percentages for next year through exploring incentive programs.

Annual Review and Update

SPSA Year Reviewed: 2021-22

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 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%.	The California Healthy Kids Survey was administered to 5th grade students during the 2022-23 school year. The survey indicated that 89% percent of students surveyed feel safe at school most or all of the time. An average of 84% of all students surveyed feel well connected. An average of 84% of all students surveyed feel that there are adults that care about them most or all of the time. Finally, 96% of students surveyed feel that they are treated with respect by school staff most or all of the time.
LCAP Parent Survey	The district has reroofed several buildings, and we have revamped our bathroom cleaning rotations. We have established a PTO design team to redesign the landscaping for the front of the school - project completion summer of 2019. Principal will include School Safety updates in the school newsletter three times per year.	The school field is under constuction with a completion date of the beginning of March 2023.
CA School Dashboard Chronic Absenteeism Rate	Our goal was to reduce the Chronic Absenteeism Rate by 0.5%	Unfortunately due to the global pandemic and quarantined students our absenteeism rate increased by 13.9 %.
CA School Dashboard Suspension Rate	Our goal was to reduce the Suspension Rate by 0.2% As of February 2021 there are 0.0% suspensions.	Suspension rates were lowered from 0.4% to 0.2%.

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		Red Ribbon Materials 4000-4999: Books And	Red Ribbon Materials 4000-4999: Books And

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 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.		Supplies Site Formula Funds 200	Supplies Site Formula Funds 365.74
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		Folsom Lake College Character Assembly 5700-5799: Transfers Of Direct Costs Site Formula Funds 125 Touch of Understanding Assembly 5000-5999: Services And Other	Folsom College Character Assembly 5700-5799: Transfers Of Direct Costs Site Formula Funds 0.00 Touch of Understanding 5000-5999: Services And Other Operating Expenditures PTO 0.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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 five 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		Operating Expenditures PTO 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	 Character Counts JAG-Y Gem monthly celebrations/goodie bags 4000-4999: Books And Supplies Site Formula Funds 679.44 Art materials for creative expression 4000-4999: Books And Supplies Site Formula Funds 2072.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.			
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.		PBIS Substitutes for the entire team. 1000-1999: Certificated Personnel Salaries District Funded	PBIS substitutes for the entire team 1000-1999: Certificated Personnel Salaries District Funded

Analysis

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

We continued to update and expand our PBIS strategies with our school PBIS team.

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

Our PBIS strategies along with our school counselor's classroom presentations, social groups and individual student support helped our students feel connected and less anxious. We lowered our suspension rate for the second year in a row.

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

Folsom Lake College suspended school visits for plays this past year. A Touch of Understanding only offered a virtual school assembly, we decided to wait one more year until they went back to onsite presentations.

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: 2021-22

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.	No William's Act/Uniform complaints were filed.
Facility Inspection Tool	Facilities will be in “good repair” or higher as measured by the 2021-22 Facility Inspection Tool.	Facilities were in "good repair" as measured by the 2021-2022 Facility inspection Tool.
Jackson Principal Survey	As facilities are improved, teachers will report higher levels of satisfaction with respect to facilities and grounds.	Teachers reported higher levels of satisfaction with the grounds. The age of the facilities are still a concern for teachers.

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 Aidde 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 continue to engage in school beautification projects through our PTO as well as our 4th and 5th grade leadership elective.	PTO has raised substantial funding to put towards a new field at Jackson School.		

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 are in place to create support for employees and to build relationships between employees at the site level and the district level.

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	97,726.00

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
District Funded	65,347.00
Donations	4,690.00
LCFF - Supplemental	14,196.00
PTO	9,375.00
Site Formula Funds	4,118.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	53,482.00
2000-2999: Classified Personnel Salaries	14,435.00
3000-3999: Employee Benefits	17,146.00
4000-4999: Books And Supplies	7,200.00
5000-5999: Services And Other Operating Expenditures	5,338.00
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	52,462.00
3000-3999: Employee Benefits	District Funded	12,885.00
4000-4999: Books And Supplies	Donations	2,000.00
5000-5999: Services And Other Operating Expenditures	Donations	2,690.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	10,435.00
3000-3999: Employee Benefits	LCFF - Supplemental	3,761.00
2000-2999: Classified Personnel Salaries	PTO	4,000.00
3000-3999: Employee Benefits	PTO	500.00
4000-4999: Books And Supplies	PTO	2,500.00
5000-5999: Services And Other Operating Expenditures	PTO	2,375.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	1,020.00
4000-4999: Books And Supplies	Site Formula Funds	2,700.00
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
Susan Heffington	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
Liz Harvey	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 1/19/23

SSC Chairperson, Susan Heffinfton on 1/19/23

Addendum

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

Instructions: Linked Table of Contents

Educational Partner 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.

Educational Partner 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 Educational Partner 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: **2022-23**

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	Jana Vermette
District Name	Rescue Union School District
SPSA Revision Date	01/25/23
Schoolsite Council (SSC) Approval Date	2/1/2023
Local Board Approval Date	3/7/2023

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 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 highly skilled, diverse teaching staff and community volunteer resources.

All students are challenged to work to their greatest potential 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, take responsibility for their actions, and 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 returned 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, reducing 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. At the start of the 2022-23 school year, 455 students were enrolled on the Lake Forest campus filling 22 classrooms.

In 2019, the Rescue Union School District moved the elementary Special Day Classes to Lake Forest, adding two classes to our campus. We added a third class at the start of the 2022-23 school year. One class serves students in K-1st grades, one serves 2-3rd grade students, and the other supports students in 4th/5th grades. Currently, Lake Forest SDC enrollment is 28 children in those three classes. Each of those 28 students also mainstreams into general education classes with aide support, in accordance with their IEPs. The classes are well supported with SDC aides who work in the three SDC classes and also to support in general education classes with students who are eligible for those services. In 2022, the school employed 7 SDC aides, 3 SDC teachers and 1 special education aide 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. 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 affected 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. Lake Forest teachers continue to monitor progress through online assessment tools embedded in the adopted curriculum and in additional online sources such as IXL, Reflex Math and Accelerated Reader. Intervention support has become a huge priority, and leveled groups are used whenever possible, especially in the lower grades who need 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. 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 Bee. Field trips include Coloma, Sutter's Fort, Apple Hill, Discovery Museum, Sacramento Zoo, Challenger Space Camp, The Roseville Maidu Center (on-campus), and Madd Science (on campus) and various theater productions. Additionally, learning opportunities are brought to the campus through the support of the fundraising efforts of our Parent Teacher Council. Activities include beginning dance, classroom music instruction, visual and performing arts assemblies, living history presentations such as Pioneer Day and America Days, guest speakers in areas of health and fitness, visiting authors, and other curriculum-based presentations within the classroom setting.

A high value is placed on the family, and parental involvement is welcomed and encouraged. Many parents volunteer in classrooms on a regular basis and others support the school in a variety of ways. The Lake Forest School Site Council (SSC) and Parent Teacher Council (PTC) are two organizations that encourage family input and involvement. The SSC is 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, Science, 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!

Educational Partner 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 School Plan for Achievement during our Site Collaboration Meetings on the following dates: August 17, 2022, September 21, 2022, and October 19, 2022, and January 18, 2023. Our School Site Council met on November 15 and February 1 to discuss academic data and the budget.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	0.3%	0.22%	0	2	1
African American	0.45%	0.3%	0.22%	2	2	1
Asian	3.35%	5.6%	2.21%	15	33	10
Filipino	0.67%	0.8%	1.11%	3	5	5
Hispanic/Latino	15.4%	19.4%	16.37%	69	115	74
Pacific Islander	0%	%	0.44%	0		2
White	72.32%	68.4%	73.89%	324	406	334
Multiple/No Response	7.81%	5.2%	5.53%	35	31	25
			Total Enrollment	448	594	452

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	85	51	81
Grade 1	63	60	53
Grade 2	62	47	84
Grade3	82	135	71
Grade 4	76	155	72
Grade 5	80	146	91
Total Enrollment	448	594	452

Conclusions based on this data:

1. The number listed for the 20-21 school year is misleading because it includes students in grades 3-6 who are on Independent Study in the district's Frontier program. These students are enrolled in other schools across the district.
2. Our actual school site enrollment has been steady since 2019 at about 450, currently 455, with 28 students registered in our SDC classes.
3. Our student subgroups have remained relatively steady since 2019.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	14	29	18	3.1%	4.90%	4.0%
Fluent English Proficient (FEP)	13	19	5	2.9%	3.20%	1.1%
Reclassified Fluent English Proficient (RFEP)	0	4	0	0.0%	0.70%	0

Conclusions based on this data:

1. Based on current data, Lake Forest does not currently have a EL subgroup. Regardless, the students who are identified as EL are worked with on an individual bases to ensure learning needs are met. The high percentage of reclassified students reflects the district dedication to supporting EL learners.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	69	115	68	68	86	64	68	86	64	98.6	74.8	94.1
Grade 4	71	140	71	70	103	69	70	103	69	98.6	73.6	97.2
Grade 5	69	137	89	67	88	86	67	88	86	97.1	64.2	96.6
All Grades	209	392	228	205	277	219	205	277	219	98.1	70.7	96.1

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2474.	2466.	2476.	47.06	44.19	56.25	25.00	24.42	17.19	16.18	19.77	15.63	11.76	11.63	10.94
Grade 4	2520.	2513.	2482.	50.00	41.75	30.43	25.71	24.27	28.99	10.00	17.48	20.29	14.29	16.50	20.29
Grade 5	2555.	2555.	2508.	38.81	40.91	23.26	46.27	32.95	30.23	5.97	12.50	26.74	8.96	13.64	19.77
All Grades	N/A	N/A	N/A	45.37	42.24	35.16	32.20	27.08	26.03	10.73	16.61	21.46	11.71	14.08	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.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	47.06	33.72	39.06	45.59	58.14	53.13	7.35	8.14	7.81
Grade 4	40.00	38.83	20.29	50.00	54.37	72.46	10.00	6.80	7.25
Grade 5	50.75	27.27	19.77	41.79	63.64	66.28	7.46	9.09	13.95
All Grades	45.85	33.57	25.57	45.85	58.48	64.38	8.29	7.94	10.05

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	29.41	24.71	31.25	60.29	61.18	50.00	10.29	14.12	18.75
Grade 4	37.14	27.18	18.84	55.71	58.25	55.07	7.14	14.56	26.09
Grade 5	35.82	37.50	20.93	56.72	46.59	58.14	7.46	15.91	20.93
All Grades	34.15	29.71	23.29	57.56	55.43	54.79	8.29	14.86	21.92

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	35.29	15.12	21.88	60.29	80.23	70.31	4.41	4.65	7.81
Grade 4	35.71	29.13	14.49	57.14	60.19	69.57	7.14	10.68	15.94
Grade 5	26.87	23.86	20.93	65.67	62.50	69.77	7.46	13.64	9.30
All Grades	32.68	23.10	19.18	60.98	67.15	69.86	6.34	9.75	10.96

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	39.71	24.42	37.50	47.06	68.60	53.13	13.24	6.98	9.38
Grade 4	42.86	35.92	21.74	44.29	53.40	63.77	12.86	10.68	14.49
Grade 5	31.34	42.05	12.79	62.69	52.27	69.77	5.97	5.68	17.44
All Grades	38.05	34.30	22.83	51.22	57.76	63.01	10.73	7.94	14.16

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 2022, 61.19% of 219 students met or exceeded standards on the English Language Arts portion of the CAASPP test. This is a decrease of 8.13% from the last reported result in the 2020-2021 school year***

   ***In the spring of 2022, 219 students took the state-modified version of the CAASPP test. The test was a shortened version of the state test which is similar to the shortened test during the 2020-2021 year. As a result, the state did not provide any claim data, but just an overall score.

2. In the spring of 2022, 219 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.

3. In the spring of 2022, 219 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 2020-2021

Cohort Performance
When compared to the prior year (2020-2021), the same group of students declined in their overall performance from their 3rd grade to their 4th grade year in English Language Arts from 68.61% to 59.42% students meeting or exceeding standards, a total decline of 9.19%.
When compared to the prior year (2020-2021), the same group of students declined in their overall performance from their 4th grade to their 5th grade year in English Language Arts from 66.02% to 53.49% students meeting or exceeding standards, a total decline of 12.53%.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	69	115	68	68	87	64	68	87	64	98.6	75.7	94.1
Grade 4	71	140	71	70	103	70	70	103	70	98.6	73.6	98.6
Grade 5	69	137	89	68	88	86	68	88	86	98.6	64.2	96.6
All Grades	209	392	228	206	278	220	206	278	220	98.6	70.9	96.5

* 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2486.	2467.	2485.	45.59	27.59	40.63	32.35	42.53	37.50	19.12	20.69	14.06	2.94	9.20	7.81
Grade 4	2530.	2519.	2509.	40.00	41.75	35.71	32.86	28.16	28.57	21.43	18.45	24.29	5.71	11.65	11.43
Grade 5	2539.	2536.	2503.	33.82	34.09	20.93	22.06	22.73	24.42	30.88	27.27	25.58	13.24	15.91	29.07
All Grades	N/A	N/A	N/A	39.81	34.89	31.36	29.13	30.94	29.55	23.79	21.94	21.82	7.28	12.23	17.27

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.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	60.29	36.05	43.75	30.88	55.81	53.13	8.82	8.14	3.13
Grade 4	54.29	45.63	42.86	37.14	40.78	41.43	8.57	13.59	15.71
Grade 5	35.29	37.50	22.09	38.24	42.05	50.00	26.47	20.45	27.91
All Grades	50.00	40.07	35.00	35.44	45.85	48.18	14.56	14.08	16.82

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	51.47	28.74	43.75	39.71	59.77	46.88	8.82	11.49	9.38
Grade 4	45.71	40.78	34.29	45.71	43.69	52.86	8.57	15.53	12.86
Grade 5	32.35	26.14	17.44	50.00	56.82	59.30	17.65	17.05	23.26
All Grades	43.20	32.37	30.45	45.15	52.88	53.64	11.65	14.75	15.91

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	60.29	38.37	46.88	29.41	55.81	45.31	10.29	5.81	7.81
Grade 4	47.14	36.89	32.86	40.00	55.34	55.71	12.86	7.77	11.43
Grade 5	26.47	27.27	10.47	50.00	56.82	69.77	23.53	15.91	19.77
All Grades	44.66	34.30	28.18	39.81	55.96	58.18	15.53	9.75	13.64

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.

Conclusions based on this data:

1. In the spring of 2022, 61.44% of 220 students met or exceeded standards on the Math portion of the CAASPP test. This is a decrease of 4.49% from the last reported result in the 2020-2021 school year***

   ***In the spring of 2022, 220 students took the state-modified version of the CAASPP test. The test was a shortened version of the state test which is similar to the shortened test during the 2020-2021 year. As a result, the state did not provide any claim data, but just an overall score.

2. In the spring of 2022, 220 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.

3. In the spring of 2022, 220 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 2020-2021

   Cohort Performance
   When compared to the prior year (2020-2021), the same group of students declined in their overall performance from their 3rd grade to their 4th grade year in Math by 5.84% to reach 64.28% of students meeting or exceeding standards.
   When compared to the prior year (2020-2021), the same group of students declined in their overall performance from their 4th grade to their 5th grade year in Math by 24.56% to reach 45.35% 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	4	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	4	*	*
3		*	*		*	*		*	*		6	4
4	*	*	*	*	*	*	*	*	*	*	10	*
5		*	*		*	*		*	*		6	5
All Grades										12	27	18

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*		*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	41.67	29.63	22.22	58.33	44.44	33.33	0.00	22.22	16.67	0.00	3.70	27.78	12	27	18

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*		*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	66.67	44.44	33.33	33.33	48.15	27.78	0.00	3.70	16.67	0.00	3.70	22.22	12	27	18

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*		*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	33.33	18.52	5.56	50.00	29.63	22.22	8.33	33.33	44.44	8.33	18.52	27.78	12	27	18

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	50.00	55.56	38.89	50.00	37.04	50.00	0.00	7.41	11.11	12	27	18

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	58.33	51.85	33.33	41.67	44.44	50.00	0.00	3.70	16.67	12	27	18

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	25.00	25.93	11.11	66.67	55.56	50.00	8.33	18.52	38.89	12	27	18

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	58.33	14.81	11.11	33.33	70.37	66.67	8.33	14.81	22.22	12	27	18

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. There are no significant subgroup data to report on from 2022.

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**
448	**12.5**	**3.1**	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	14	3.1
Homeless	1	0.2
Socioeconomically Disadvantaged	56	12.5
Students with Disabilities	60	13.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.4
Asian	15	3.3
Filipino	3	0.7
Hispanic	69	15.4
Two or More Races	35	7.8
White	324	72.3

Conclusions based on this data:

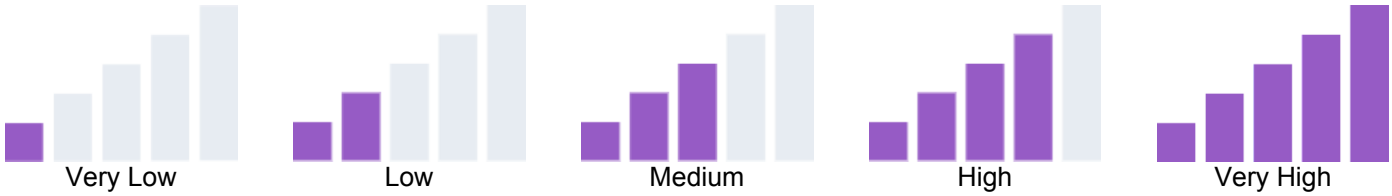
1. Socioeconomically Disadvantaged population at Lake Forest reached 11.1% in 17-18. This represented 47 students, which was the highest amount (and population %) in the 28 year history of the school. In 18-19, this percentage dropped slightly to 8.6% but still accounted for 35 students.
2. Students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

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: High	Chronic Absenteeism: Very High	Suspension Rate: Low
Mathematics: High		
English Learner Progress: No Performance Level		

Conclusions based on this data:

1. Academic Performance
Under the Academic Performance Indicator, student performance data indicates that they performed in the high level in English Language Arts and high level in Mathematics for the 2021-22 school year.

2. Academic Engagement
Under the Academic Engagement Indicator, student performance data indicates that the Chronic Absenteeism level is very high based on state criteria for the 2021-22 school year. This level is considered an anomaly due to the requirements of the Department of Public Health in relation to addressing student health during the COVID-19 Pandemic.

3. Conditions & Climate
Under the Conditions & Climate Indicator, school performance data indicates that the Suspension Rate level is low based on state criteria for the 2021-22 school year.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	2	0	2	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students

High
18.2 points above standard
217 Students

English Learners

No Performance Level
60.5 points below standard
13 Students

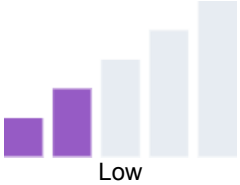
Foster Youth

Homeless

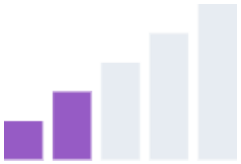
Socioeconomically Disadvantaged

High
13.4 points above standard
36 Students

Students with Disabilities



Low
69.4 points below standard
50 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 1 Student	No Performance Level 1 Student	No Performance Level 7 Students	No Performance Level 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 11.7 points below standard 35 Students	No Performance Level 72.4 points above standard 16 Students	No Performance Level 1 Student	High 22.5 points above standard 154 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
10 Students	3 Students	22.6 points above standard 203 Students

Conclusions based on this data:

1. Overall Performance
The English Language Arts Performance Indicator demonstrates that in the All Students category, students scored at the high level based on state criteria for the 2021-22 school year.

2. Student Groups/Race/Ethnicity
The English Language Arts Performance by Student Group/Race/Ethnicity Indicator demonstrates that:
Students in the Socioeconomically Disadvantaged Student Group scored in the high performance level which is 13.4 points above/below standard. This is based on the data for 36 students.
Students with Disabilities scored in the low performance level which is 64.9 points below standard. This is based on data for 50 students.
Students in the White Student Group scored in the high performance level which is 22.5 points above standard. This is based on the data for 154 students.
Students in the Hispanic Student Group scored in the low performance level which is 11.7 points below standard. This is based on the data for 35 students.

*There were other student groups that did not receive a performance level score due to having less than the state minimum number of students enrolled based on state criteria.

3. English Learners
The English Language Arts Data Comparisons for English Learners indicates that:
English Language Learners did not receive a performance level score due to having less than the state minimum number of students enrolled based on state criteria.
English Only students scored 22.6 points above standard. This is based on the data for 154 students.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	1	2	1	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
High	No Performance Level	
11.5 points above standard	52.5 points below standard	
216 Students	14 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Medium	Low
	5.7 points below standard	77.0 points below standard
	36 Students	50 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 1 Student	No Performance Level 1 Student	No Performance Level 7 Students	No Performance Level 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium 20.2 points below standard 35 Students	No Performance Level 34.7 points above standard 16 Students	No Performance Level 1 Student	High 19.5 points above standard 153 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
74.9 points below standard 11 Students	3 Students	14.3 points above standard 202 Students

Conclusions based on this data:

1. Overall Performance
The Mathematics Performance Indicator demonstrates that in the All Students category, students scored at the high level based on state criteria for the 2021-22 school year.

2. Student Groups/Race/Ethnicity
The Mathematics Performance by Student Group/Race/Ethnicity Indicator demonstrates that:
Students in the Socioeconomically Disadvantaged Student Group scored in the medium performance level which is 5.7 points below standard. This is based on the data for 36 students.
Students with Disabilities scored in the low performance level which is 77 points below standard. This is based on data for 50 students.
Students in the White Student Group scored in the white performance level which is 19.5 points above standard. This is based on the data for 153 students.
Students in the Hispanic Student Group scored in the medium performance level which is 20.2 points below standard. This is based on the data for 35 students.

*There were other student groups that did not receive a performance level score due to having less than the state minimum number of students enrolled based on state criteria.

3. English Learners
The Mathematics Data Comparisons for English Learners indicates that:
Current English Learners scored 74.9 points below standard. This is based on the data for 11 students.
English Only students scored 14.3 points above standard. This is based on the data for 202 students.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

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

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.

2022 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**
2	3	2	5

Conclusions based on this data:

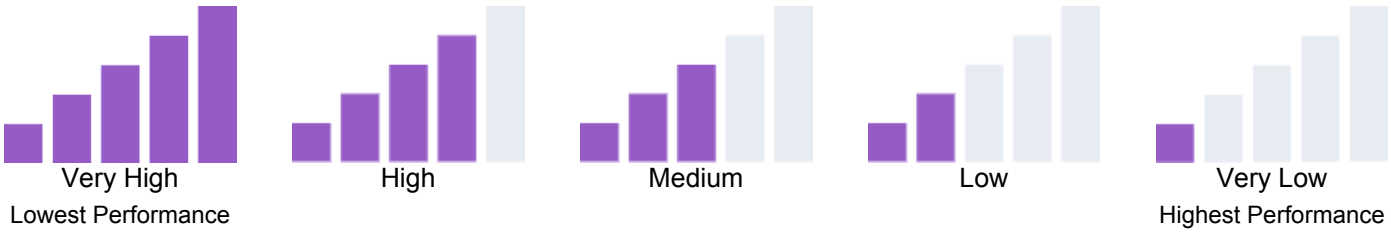
1. Nearly half of the Lake Forest EL students increased by one or more ELPI level, and many were reclassified in 2022.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

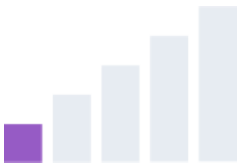
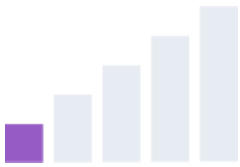
2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
4	0	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	No Performance Level	No Performance Level
25.9% Chronically Absent	21.1% Chronically Absent	Less than 11 Students
483 Students	19 Students	1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Very High	Very High
	32.9% Chronically Absent	32.6% Chronically Absent
	76 Students	92 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	7.7% Chronically Absent	Less than 11 Students
5 Students	1 Student	13 Students	5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very High	No Performance Level	No Performance Level	Very High
37.7% Chronically Absent	15.4% Chronically Absent	Less than 11 Students	24% Chronically Absent
77 Students	26 Students	2 Students	354 Students

Conclusions based on this data:

1. Overall Performance
The Chronic Absenteeism Indicator demonstrates that in the All Students category, students scored at the very high level as 25.9 percent of students out of a total of 483 students were considered chronically absent based on state criteria for the 2021-22 school year. This data is considered an anomaly due to the requirements of the Department of Public Health in relation to addressing student health during the COVID-19 Pandemic.

2. Student Group
The Chronic Absenteeism Indicator demonstrates that in the Student Group category, Socioeconomically Disadvantaged students scored at the very high level as 32.9 percent of students out of a total of 76 students were considered chronically absent based on state criteria for the 2021-22 school year. Students with Disabilities scored at the very high level as 32.6 percent of students out of a total of 92 students were considered chronically absent based on state criteria for the 2021-22 school year. This data is considered an anomaly due to the requirements of the Department of Public Health in relation to addressing student health during the COVID-19 Pandemic.

3. Race/Ethnicity
The Chronic Absenteeism Indicator in the Race/Ethnicity category demonstrates the following:
Students in the White Student Group scored at the very high level as 24 percent of students out of a total of 354 students were considered chronically absent based on state criteria for the 2021-22 school year.
Students in the Hispanic Student Group scored at the very high level as 37.7 percent of students out of a total of 77 students were considered chronically absent based on state criteria for the 2021-22 school year.

*As stated above, this data is considered an anomaly due to the requirements of the Department of Public Health in relation to addressing student health during the COVID-19 Pandemic.

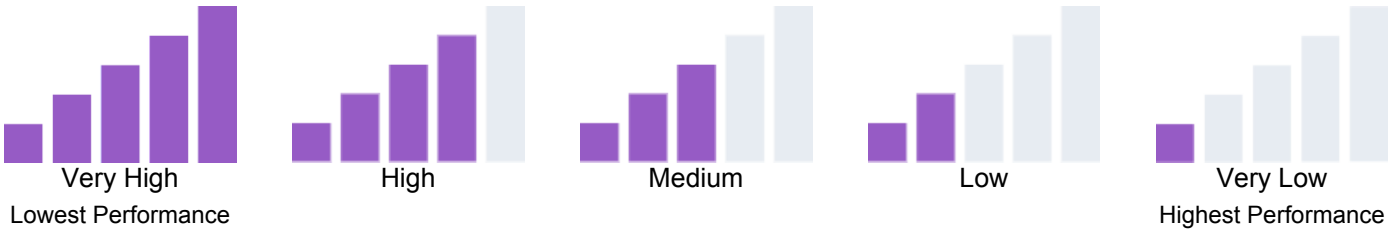
**There were other student groups that did not receive a performance level score
due to having less than the state minimum number of students enrolled based on state criteria.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	1	1	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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Low	No Performance Level	No Performance Level
0.6% suspended at least one day	0% suspended at least one day	Less than 11 Students
489 Students	20 Students	1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Medium
Less than 11 Students	0% suspended at least one day	2.2% suspended at least one day
1 Student	78 Students	93 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	0% suspended at least one day	Less than 11 Students
5 Students	1 Student	16 Students	5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Very Low	No Performance Level	No Performance Level	Low
0% suspended at least one day	0% suspended at least one day	Less than 11 Students	0.6% suspended at least one day
78 Students	26 Students	2 Students	356 Students

Conclusions based on this data:

1. Overall Performance
The Suspension Rate Indicator demonstrates that in the All Students category, students scored at the low level as .6 percent of students out of a total of 2.9 students were suspended at least one day during the 2021-22 school year. This scoring is based on state criteria.

2. Student Group Performance
The Suspension Rate Indicator demonstrates that in the Student Group category, Students with Disabilities scored at the medium level as 2.2 percent of students out of a total of 93 students were suspended at least one day during the 2021-22 school year. This scoring is based on state criteria.

3. Race/Ethnicity
The Suspension Rate Indicator in the Race/Ethnicity category demonstrates the following:
Students in the White Student Group scored at the low level as 0.6 percent of students out of a total of 2 students were suspended at least one day during the 2021-22 school year. This scoring is based on state criteria.
Students in the Hispanic Student Group scored at the very low level as 0 percent of students out of a total of 78 students were suspended at least one day during the 2021-22 school year. This scoring is based on state criteria.

*There were other student groups that did not receive a performance level score due to having less than the state minimum number of students enrolled based on state criteria.

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
SBAC Results	In the spring of 2022, 61.19% of 219 students met or exceeded standards on the English Language Arts portion of the CAASPP test. This is a decrease of 8.13% from the last reported result in the 2020-2021 school year.*** In the spring of 2022, 61.44% of 220 students met or exceeded standards on the Math portion of the CAASPP test. This is a decrease of 4.49% from the last reported result in the 2020-2021 school year*** ***In the spring of 2022, 220 students took the CAASPP test provided by the state of California. The test was a shortened version of the state test which is similar to the shortened test given in Spring 2021. As a result, the state did not provide any Claim data, but just an overall score.	We have a goal to increase our school-wide performance by 3% in language arts and 3% in math for the 2022-2023 school year.
Lexile Scores (Reading Comprehension)	In the fall of 2022, RUSD changed its reading program from Reading Counts to Accelerated Reader. As such, the data points have changed and are not directly comparable. The	We have a goal to improve our percentage of students performing At or Above Benchmark by 85% by the end of the 2022-2023 school year.

Metric/Indicator	Baseline	Expected Outcome
	start of the year baseline for Accelerated Reader (Star Reading Test) is as follows: At or Above Benchmark - 232/288 students (80.6%) On Watch - 21/288 students (7.3%) Intervention - 22/288 students (7.6%) Urgent Intervention - 13/288 students (4.5%)	
DIBELS reading fluency (word per minute)	At the end of May 2022, 66% 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) 78%, (4th) 65% and (5th) 84%.	Current 2nd graders will achieve an overall proficiency rate of Current 3rd graders (last year's second graders) will improve their overall proficiency rate from 66% to 70% in May 2023 when assessed using the DIBELS Oral Reading Fluency assessment. Current 4th graders (last year's third graders) will improve their overall proficiency rate from 78% to 80% in May 2023 when assessed using the DIBELS Oral Reading Fluency assessment. Current 5th graders (last year's fourth graders) will improve their overall proficiency rate from 65% to 70% in May 2023 when assessed using the DIBELS Oral Reading Fluency assessment.

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 and supplemental 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

8/10/22-5/26/23

Person(s) Responsible

Administration
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	General Fund
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Yearly licensing for supplemental online programs to support writing. reading, social studies, and/or math.

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 $400 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 Accelerated Reader 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, Accelerated Reader Lexile score/Grade Point Equivalent, 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

8/10/22-5/26/23

Person(s) Responsible

Administration
LIP Coordinator
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	450
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	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Accelerated Reader 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 advancement opportunities based on success in 5th grade math classes.

Timeline

8/10/22-5/26/23

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 (4 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	1800
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Student Study Team Coordinator stipend.
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

8/10/22-5/26/23

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

8/10/22-5/26/23

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 2022 California Healthy Kids Survey were used to form this goal. It should be noted that this survey was only administered to 47 5th graders who attended Lake Forest in-person in fall of 2022.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California Healthy Kids Survey Results	The survey indicated that 75% of students surveyed feel safe at school most or all of the time. An average of 81% of all students surveyed feel well connected with Lake Forest Elementary School. An average of 71% of students reported a high level of caring and support by staff members towards students. An average of 74% of students reported that they receive social and emotional learning supports at school.	For the remainder 2022-23 School year, the goal is for the following: Students feeling safe will be increased to an overall score of 80%. Students feeling connected to Lake Forest Elementary School will be increased to an overall score of 85%. Students feeling cared for by staff will be increased to an overall score of 75%. Students feeling they receive social and emotional learning supports at school will be increased to an overall score of 80%.
School Suspension Data	Lake Forest had suspension rate of .6% in 2021-2022.	California school are always looking for alternative ways to reduce suspensions. Despite the very low rate from 2022, we will expect a rate of 0% or near that in 2022-2023, and work to find other ways to counsel children an support their behavioral and emotional needs.

Metric/Indicator	Baseline	Expected Outcome
California School Parent Survey	The survey indicated that 95% of parents surveyed agree/strongly agree that Lake Forest is a safe place for their child. 94% of all parents surveyed agree/strongly agree that Lake Forest encourages them to be an active partner in educating their child. 94% of all parents surveyed agree/strongly agree that Lake Forest has adults who really care about students.	Parents agree/strongly agree that their child's school is a safe place will increase by 1% Parents agree/strongly agree that they are encouraged to be an active partner in the education of their child will increase by 1% Parents agree/strongly agree that school staff really care about students will increase by 1%

Planned Strategies/Activities

Strategy/Activity 1

School Safety:

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:

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 x2).
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 2021-2022 on the School Accountability Report Card	In 2023-22 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: 2021-22

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	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.	
Lexile Scores (Reading Comprehension)	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)	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.	

Metric/Indicator	Expected Outcomes	Actual Outcomes
	Current 5th graders will improve their overall score of 63% reaching fluency benchmarks to 69% or better.	
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 2022, grade levels will score at proficient or above levels at the following percentages: 3rd grade: 72% 4th grade: 72% 5th grade: 60%	

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 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			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
implement the Next Generation Science Standards (NGSS) into their instruction using STEM Scopes, Mystery Science, Amplify, or other NGSS aligned bridge programs.			
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.		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.) 11600	
		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	
		School wide reading program materials for school library. 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 12,000	
		Science Materials to support hands-on learning and experiments and enhance curriculum for 4th and 5th graders. 4000-4999: Books And	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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,		Supplies Site Formula Funds 1000 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	

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

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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 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.		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 Salaries District Funded 8200	
		Classroom Intervention Aide Benefits 3000-3999: Employee Benefits District Funded 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 4000	
		Reflex Math Online program or IXL in 2020 5000-5999: Services And Other Operating Expenditures Donations 3000	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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		Student Study Team Coordinator, stipend and benefits. 1000-1999: Certificated Personnel Salaries Site Formula Funds 2200	
		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.)	
		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	
		Field Trip/In-School Presentation Support for all grade levels ($1000 per grade) 5000-5999: Services And Other Operating Expenditures Parent Teacher Association/Parent Faculty Club	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
determined by the team and referred to as resources are allocated and placements are made.		(PTA/PFC/PTSO, PTO, etc.) 6000	
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		Substitutes for Trimester Assessments. Salary and benefits. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 8900	
		Substitute salary and benefits for site based trainings, observation or to support teachers in blended classes. 1000-1999: Certificated Personnel Salaries Site Formula Funds 1300	
		Travel and Conference funds 5000-5999: Services And Other Operating Expenditures Site Formula Funds 1000	

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

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

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: 2021-22

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 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	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.	

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 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			

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

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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 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		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	
		Library support for new circulation copies for student use and eBooks not supported by Book Fair proceeds. 4000-4999: Books And Supplies Donations 2000	
		Teacher stipends for Student Leadership. There will be two stipends this year to support our I SWIM Team program. 1000-1999: Certificated Personnel Salaries Site Formula Funds 900	
		Coaches stipends for school sports teams (Volleyball, Cross Country and Basketball).	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.		1000-1999: Certificated Personnel Salaries Site Formula Funds 2200	
		Supplies for Character Counts and PBIS materials. 4000-4999: Books And Supplies Donations 500	
		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	
		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. 5000-5999: Services And Other Operating Expenditures Site Based Gifts and Donations 3000	
		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.) 200	
		PTC Beautification budget. This committee is responsible for adding a number of climate improving aspects to Lake Forest, such as our office mural, garden and outdoor learning area. 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club	

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.		(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.		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	

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: 2021-22

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 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.	

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

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	100,150.00

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
District Funded	24,000.00
Donations	6,000.00
General Fund	1,500.00
LCFF - Supplemental	8,900.00
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	16,900.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	23,800.00
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	3,100.00

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
5000-5999: Services And Other Operating Expenditures	District Funded	2,000.00
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
5800: Professional/Consulting Services And Operating Expenditures	General Fund	1,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	8,900.00
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	14,900.00
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

2 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

Name of Members	Role
Jana Vermette	Principal
Kristi Blondino	Classroom Teacher
Jennifer Reynoso	Classroom Teacher Parent or Community Member
Megan Lorenzo	Parent or Community Member
Katie Mola	Parent or Community Member
Stacy Gallman	Other School Staff
Amanda Juarez	Parent or Community Member
	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 1/27/2022.

Attested:

Principal, Jana Vermette on 1/27/22

SSC Chairperson, on 1/27/22

Addendum

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

Instructions: Linked Table of Contents

Educational Partner 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.

Educational Partner 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 Educational Partner 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: **2022-23**

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 26, 2023
Local Board Approval Date	March 7, 2023

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. We are dedicated to prepare our students with the necessary skills to achieve their goals and to flourish as responsible, caring, and contributing citizens in a global community.

School Profile

Home of the Eagles, Lakeview Elementary, a California Distinguished School, is located in a beautiful neighborhood, overlooking breathtaking views of Folsom Lake. Our school 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.”

Lakeview houses 25 general education classrooms with class sizes averaging 24 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 in need of specialized learning. All 1st through 5th grade students receive specialized instruction in PE. 4th and 5th grade students enjoy the opportunity to learn musical instruments in our Band program. A dedicated Garden Coordinator offers garden lessons for classes, as well as recess opportunities for gardening. All students experience amazing "arts" sessions in dance (TK-5), and pottery (TK-5). Under the guidance of dedicated staff members, students acquire high levels of knowledge, skills, and understanding, which will open doors of opportunity and prepare them for critical thinking and hard work in the wider world. We offer a Learning Center to support students with Individualized Educational Plans, as well as experienced paraeducators who work with classroom teachers to provide a strong intervention program, ensuring 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).

Social Emotional Learning continues to be a priority at Lakeview. Each child's need for emotional safety and growth are supported through social skills training and social emotional tools in the classroom. A full time school counselor presents SEL guidance lessons in classrooms, in order to guide students to embrace life's challenges in a positive manner. Our school counselor also facilitates small group counseling to enhance social skills, offer grief support, and work to offer tools for emotional regulation. Our school counselor also offers individualized, school-based counseling for those in need. Care-Solace is offered to families and staff to support their process of matching with mental health providers and resources. 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! Our school counselor, 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.

Technology opportunities are strong at Lakeview. Classrooms equipped with Promethean Boards, document cameras and projectors to enhance instructional delivery, along with Chromebooks for every student in 1st - 5th grades, and iPads for small group instruction (TK-K).

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 joining service teams, such as Kindness Crew, Safety Patrol, SOAR Squad, Leadership Developers, Friendship Group, and Teacher/Librarian Aides.

Cross country running (3rd-5th), volleyball (5th) and basketball (5th) teams run seasonally. After school enrichment opportunities are available throughout the year.

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.

Lakeview continues to be an amazing elementary school, where students, staff, and families thrive.

Educational Partner 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 2022-2023 School Plan for Student Achievement. Planning began in the spring and continued through the fall of 2022. 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		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.19%	0.7%	0.37%	1	3	2
African American	1.31%	1.0%	1.10%	7	4	6
Asian	11.94%	9.1%	15.02%	64	37	82
Filipino	1.31%	2.7%	3.11%	7	11	17
Hispanic/Latino	9.7%	6.4%	7.51%	52	26	41
Pacific Islander	0%	%	%	0		
White	65.86%	72.5%	67.03%	353	295	366
Multiple/No Response	9.7%	7.6%	5.86%	52	31	32
			Total Enrollment	536	407	546

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	97	82	91
Grade 1	83	61	92
Grade 2	83	66	92
Grade3	93	57	86
Grade 4	92	66	82
Grade 5	88	75	103
Total Enrollment	536	407	546

Conclusions based on this data:

1. Student Group and enrollment have remained similar over the last few years, however our number of students tested did rise back up to pre-COVID numbers.
2. Our largest Student Group is White, with Asian being second, and Hispanic/Latino being third. Lakeview continues to grow more culturally diverse.
3. We have seen a strong increase in our students of Asian decent this year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	30	12	20	5.6%	2.90%	3.7%
Fluent English Proficient (FEP)	38	20	32	7.1%	4.90%	5.9%
Reclassified Fluent English Proficient (RFEP)	2	2		6.9%	0.50%	

Conclusions based on this data:

1. Our EL student population had increased in recent years but decreased in 20-21. This is likely due to COVID challenges, resulting in fewer families moving into the area from outside the US (ex.Intel employees). 2022 EL enrollment indicates we are moving back toward pre-COVID numbers. Specialized instructional support is continually 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	84	65	88	83	62	88	83	62	88	98.8	95.4	100.0
Grade 4	87	69	83	86	69	82	86	67	82	98.9	100.0	98.8
Grade 5	108	75	101	107	73	101	107	68	101	99.1	97.3	100.0
Grade 7			*			*			*			
All Grades	279	209	273	276	204	272	276	197	272	98.9	97.6	99.6

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2455.	2487.	2463.	36.14	54.84	34.09	27.71	27.42	32.95	20.48	9.68	20.45	15.66	8.06	12.50
Grade 4	2509.	2523.	2544.	38.37	47.76	52.44	26.74	25.37	37.80	23.26	17.91	4.88	11.63	8.96	4.88
Grade 5	2586.	2582.	2557.	54.21	54.41	43.56	35.51	32.35	32.67	6.54	8.82	15.84	3.74	4.41	7.92
Grade 7			*			*			*			*			*
All Grades	N/A	N/A	N/A	43.84	52.28	43.01	30.43	28.43	34.56	15.94	12.18	13.97	9.78	7.11	8.46

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.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	34.94	40.32	38.64	51.81	53.23	53.41	13.25	6.45	7.95
Grade 4	43.02	32.84	51.22	44.19	64.18	45.12	12.79	2.99	3.66
Grade 5	58.88	47.06	34.65	39.25	45.59	60.40	1.87	7.35	4.95
Grade 7			*			*			*
All Grades	46.74	40.10	40.81	44.57	54.31	53.68	8.70	5.58	5.51

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	25.30	29.03	25.00	59.04	61.29	61.36	15.66	9.68	13.64
Grade 4	26.74	35.82	33.33	62.79	58.21	61.73	10.47	5.97	4.94
Grade 5	57.94	55.88	34.65	39.25	38.24	53.47	2.80	5.88	11.88
Grade 7			*			*			*
All Grades	38.41	40.61	31.37	52.54	52.28	58.30	9.06	7.11	10.33

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	31.33	19.35	15.91	60.24	72.58	73.86	8.43	8.06	10.23
Grade 4	31.40	13.43	32.10	62.79	77.61	60.49	5.81	8.96	7.41
Grade 5	30.84	16.18	15.84	62.62	80.88	79.21	6.54	2.94	4.95
Grade 7			*			*			*
All Grades	31.16	16.24	21.03	61.96	77.16	71.59	6.88	6.60	7.38

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	37.35	40.32	25.00	44.58	56.45	67.05	18.07	3.23	7.95
Grade 4	32.56	32.84	25.61	54.65	64.18	71.95	12.79	2.99	2.44
Grade 5	53.27	36.76	27.72	43.93	58.82	66.34	2.80	4.41	5.94
Grade 7			*			*			*
All Grades	42.03	36.55	26.10	47.46	59.90	68.38	10.51	3.55	5.51

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 2022, 77.57% of 272 students met or exceeded standards on the English Language Arts portion of the CAASPP test. This is a decrease of 3.14% from the last reported result in the 2020-2021 school year.

The winter of 2021-2022 presented COVID-related challenges for our school site. The CAASPP system also suffered challenges in its administration. Nonetheless, Lakeview staff have worked to overcome these challenges and have planned quality, engaging, assessment-driven instruction for 2022-2023.

2.

In the spring of 2022, 272 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.

3.

Cohort Performance:
When compared to the prior year (2020-2021), the same group of students improved in their overall performance from their 3rd grade to their 4th grade year in English Language Arts by 8% to reach 90% of students meeting or exceeding standards. When compared to the prior year (2020-2021), the same group of students improved in their overall performance from their 4th grade to their 5th grade year in English Language Arts by 3% to reach 76% 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	84	65	88	84	62	88	84	62	88	100	95.4	100.0
Grade 4	87	69	83	86	69	82	86	67	81	98.9	100.0	98.8
Grade 5	108	75	101	108	73	101	108	68	101	100	97.3	100.0
Grade 7			*			*			*			
All Grades	279	209	273	278	204	272	278	197	271	99.6	97.6	99.6

* 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2480.	2495.	2478.	39.29	41.94	32.95	38.10	41.94	40.91	15.48	11.29	23.86	7.14	4.84	2.27
Grade 4	2529.	2516.	2537.	40.70	37.31	46.91	36.05	32.84	30.86	19.77	23.88	16.05	3.49	5.97	6.17
Grade 5	2592.	2572.	2553.	54.63	45.59	33.66	28.70	32.35	28.71	15.74	17.65	30.69	0.93	4.41	6.93
Grade 7			*			*			*			*			*
All Grades	N/A	N/A	N/A	45.68	41.62	37.64	33.81	35.53	33.21	16.91	17.77	23.99	3.60	5.08	5.17

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	53.57	53.23	42.05	35.71	41.94	55.68	10.71	4.84	2.27
Grade 4	60.47	46.27	59.26	26.74	43.28	35.80	12.79	10.45	4.94
Grade 5	68.52	52.94	38.61	27.78	42.65	51.49	3.70	4.41	9.90
Grade 7			*			*			*
All Grades	61.51	50.76	46.13	29.86	42.64	47.97	8.63	6.60	5.90

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	48.81	43.55	39.77	42.86	48.39	54.55	8.33	8.06	5.68
Grade 4	45.35	26.87	44.44	44.19	61.19	46.91	10.47	11.94	8.64
Grade 5	48.15	30.88	29.70	50.00	61.76	57.43	1.85	7.35	12.87
Grade 7			*			*			*
All Grades	47.48	33.50	37.64	46.04	57.36	53.14	6.47	9.14	9.23

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.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	44.05	46.77	29.55	47.62	51.61	63.64	8.33	1.61	6.82
Grade 4	46.51	31.34	44.44	39.53	65.67	44.44	13.95	2.99	11.11
Grade 5	50.93	30.88	32.67	46.30	66.18	58.42	2.78	2.94	8.91
Grade 7			*			*			*
All Grades	47.48	36.04	35.42	44.60	61.42	55.72	7.91	2.54	8.86

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.

Conclusions based on this data:

1. In the spring of 2022, 70.85% of 271students met or exceeded standards on the Math portion of the CAASPP test. This is a decrease of 6.3% from the last reported result in the 2020-2021 school year.

2. In the spring of 2022, 272 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.

3. Cohort Performance:
When compared to the prior year (2020-2021), the same group of students declined in their overall performance from their 3rd grade to their 4th grade year in Math by 6% to reach 78% of students meeting or exceeding standards. When compared to the prior year (2020-2021), the same group of students declined in their overall performance from their 4th grade to their 5th grade year in Math by 8% to reach 62% 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	5	*	*
1	*		*	*		*	*		*	7		*
2	*	*	*	*	*	*	*	*	*	9	*	*
3	*	*	*	*	*	*	*	*	*	5	5	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	4
All Grades										28	13	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.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	39.29	38.46	26.67	53.57	30.77	60.00	7.14	23.08	13.33	0.00	7.69	0.00	28	13	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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	53.57	53.85	53.33	39.29	38.46	40.00	7.14	0.00	6.67	0.00	7.69	0.00	28	13	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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.00	30.77	13.33	35.71	15.38	40.00	35.71	30.77	40.00	3.57	23.08	6.67	28	13	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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	50.00	61.54	40.00	50.00	30.77	60.00	0.00	7.69	0.00	28	13	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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	57.14	46.15	73.33	42.86	53.85	26.67	0.00	0.00	0.00	28	13	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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.57	30.77	26.67	67.86	46.15	66.67	3.57	23.08	6.67	28	13	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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	32.14	30.77	26.67	60.71	61.54	66.67	7.14	7.69	6.67	28	13	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. EL instructional aide support, GLAD instructional strategies from LV teachers, and EL resources will be used to advance learning for EL students.
2. Our EL student numbers are rising but have not yet recovered from the decrease we experienced during the pandemic.
3. Our EL data has been influenced by several factors. We had fewer EL students moving into the area during who have moved directly from a foreign country, than we had pre-COVID.

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:

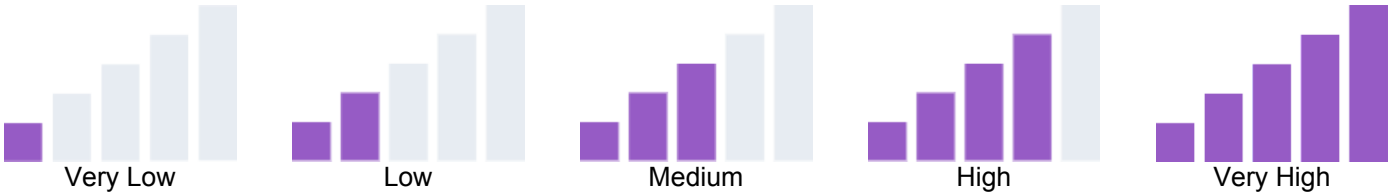
1. Data available is from 2018-2019.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Very High	Chronic Absenteeism: High	Suspension Rate: Very Low
Mathematics: Very High		
English Learner Progress: No Performance Level		

Conclusions based on this data:

1. Academic Performance
Under the Academic Performance Indicator, student performance data indicates that they performed in the Very High level in English Language Arts and Very High level in Mathematics for the 2021-22 school year.

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 2021-2022 school year was 93.6%. We are getting closer to our pre-COVID 2018-2019 96.75%.

Academic Engagement
Under the Academic Engagement Indicator, student performance data indicates that the Chronic Absenteeism level is High based on state criteria for the 2021-22 school year. This level is considered an anomaly due to the requirements of the Department of Public Health in relation to addressing student health during the COVID-19 Pandemic.

3. Suspension rates are minimal. This form of consequence is only used when CA Ed. Code allows or requires this action.

Conditions & Climate
Under the Conditions & Climate Indicator, school performance data indicates that the Suspension Rate level is Very Low based on state criteria for the 2021-22 school year.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	1	0	1	2

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students

Very High
54.0 points above standard
265 Students

English Learners

No Performance Level
43.3 points above standard
19 Students

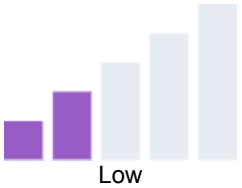
Foster Youth

Homeless

Socioeconomically Disadvantaged

No Performance Level
11.9 points below standard
29 Students

Students with Disabilities



Low
7.2 points below standard
37 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 5 Students	No Performance Level 1 Student	Very High 67.7 points above standard 36 Students	No Performance Level 6 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
High 27.7 points above standard 30 Students	No Performance Level 60.9 points above standard 23 Students		Very High 57.1 points above standard 164 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
8 Students	97.9 points above standard 11 Students	53.4 points above standard 236 Students

Conclusions based on this data:

1.

Overall Performance:
The English Language Arts Performance Indicator demonstrates that in the All Students category, students scored at the Very High level based on state criteria for the 2021-22 school year.

2.

Race/Ethnicity:
The English Language Arts/Mathematics Performance by Race/Ethnicity Indicator demonstrates that (List the data for student groups that have a performance level):
Students in the White Student Group scored in the Very High performance level which is 57.1 points above standard. This is based on the data for 164 students.
Students in the Asian Student Group scored in the Very High performance level which is 67.7 points above standard. This is based on the data for 36 students.
Students in the Hispanic Student Group scored in the High performance level which is 27.7 points above standard. This is based on the data for 30 students.

*There were other student groups that did not receive a performance level score due to having less than the state minimum number of students enrolled based on state criteria.

3.

English Learners:
The English Language Arts Data Comparisons for English Learners indicates that:

Current English Learners' data was not reported as the number tested was not considered to be a significant group. This is based on the data for 8 students.

English Only students scored 53.4 points above standard. This is based on the data for 236 students.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

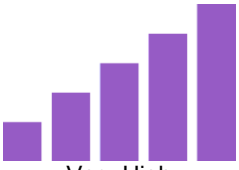
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	0	0	2	2

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	No Performance Level	
39.1 points above standard	46.4 points above standard	
265 Students	19 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Level	High
	5.9 points below standard	7.2 points above standard
	29 Students	37 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 5 Students	No Performance Level 1 Student	Very High 56.6 points above standard 36 Students	No Performance Level 6 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
High 11.1 points above standard 30 Students	No Performance Level 50.8 points above standard 23 Students		 Very High 40.1 points above standard 164 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
8 Students	100.4 points above standard 11 Students	36.6 points above standard 236 Students

Conclusions based on this data:

1.

Overall Performance:

The Mathematics Performance Indicator demonstrates that in the All Students category, students scored at the Very High level based on state criteria for the 2021-22 school year.

2.

Race/Ethnicity:

The English Language Arts/Mathematics Performance by Race/Ethnicity Indicator demonstrates that (List the data for student groups that have a performance level):

Students in the White Student Group scored in the Very High performance level which is 40.1 points above standard. This is based on the data for 164 students.
Students in the Asian Student Group scored in the Very High performance level which is 56.6 points above standard. This is based on the data for 36 students.

Students in the Hispanic Student Group scored in the High performance level which is 11.1 points above standard. This is based on the data for 30 students.

*There were other student groups that did not receive a performance level score due to having less than the state minimum number of students enrolled based on state criteria.

3. English Learners:

The English Language Arts/Mathematics Data Comparisons for English Learners indicates that:

Current English Learners' data was not reported, as the number of students tested was too small to report. This is based on the data for 8 students.

English Only students scored 36.6 points above standard. This is based on the data for 236 students.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Level

58.3 making progress towards English language proficiency

Number of EL Students: 12 Students

Performance Level: No Performance Level

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.

2022 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
16.7%	25.0%	16.7%	41.7%

Conclusions based on this data:

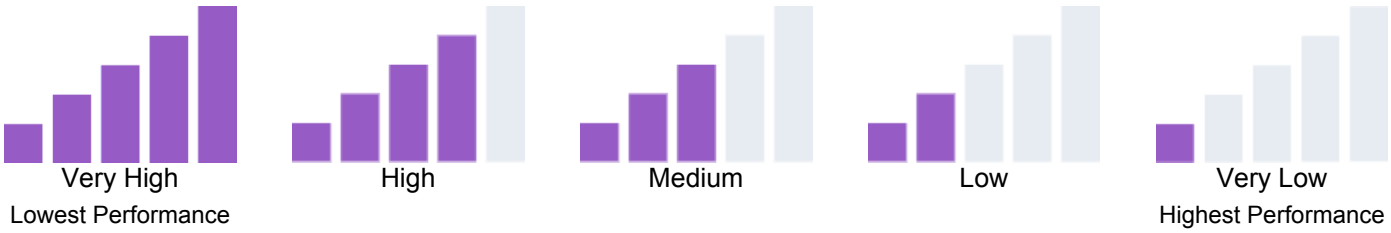
1. Lakeview Elementary EL students are progressing well.
2. Students who decreased and maintained their ELPI level are being monitored closely and supported.
3. Students at all levels of EL Progress are being supported through an EL Coordinator, EL tutoring, and GLAD instructional strategies. Those students 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 Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

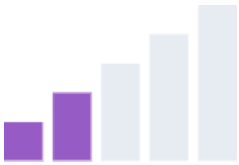
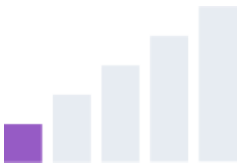
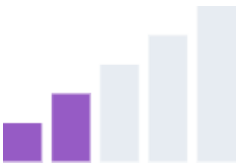
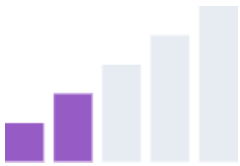
Very High	High	Medium	Low	Very Low
2	4	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
High 18.2% Chronically Absent 559 Students	No Performance Level 5% Chronically Absent 20 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Very High 43.5% Chronically Absent 62 Students	High 15.6% Chronically Absent 64 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
			
No Performance Level	No Performance Level	High	No Performance Level
Less than 11 Students	Less than 11 Students	15.3% Chronically Absent	17.6% Chronically Absent
6 Students	2 Students	85 Students	17 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very High	High		High
21.4% Chronically Absent	18.8% Chronically Absent		18.1% Chronically Absent
42 Students	32 Students		375 Students

Conclusions based on this data:

1. Prior to COVID, Lakeview was proud of our 96.75% attendance rate. However, our student absenteeism has increased throughout the process of the pandemic.

Overall Performance
The Chronic Absenteeism Indicator demonstrates that in the All Students category, students scored at the high level as 18.2% percent of students out of a total of 559 students were considered chronically absent based on state criteria for the 2021-22 school year. This data is considered an anomaly due to the requirements of the Department of Public Health in relation to addressing student health during the COVID-19 Pandemic.

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.

Student Group & Race/Ethnicity:
The Chronic Absenteeism Indicator demonstrates that in the Student Group category, Socioeconomically Disadvantages students scored at the Very High level as 43.5% of students out of a total of 62 students were considered chronically absent, also Hispanic students scored High level as 21.4% of students out of 42 students were considered chronically absent; based on state criteria for the 2021-22 school year. This data is considered an anomaly due to the requirements of the Department of Public Health in relation to addressing student health during the COVID-19 Pandemic.

3.

*As stated above, this data is considered an anomaly due to the requirements of the Department of Public Health in relation to addressing student health during the COVID-19 Pandemic.

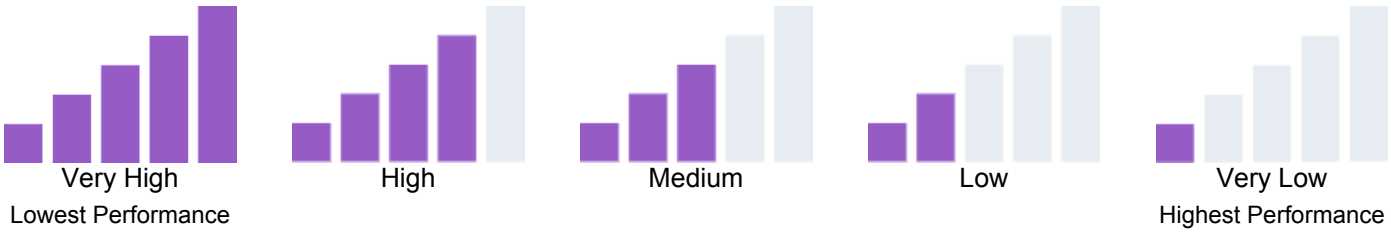
**There were other student groups that did not receive a performance level score
due to having less than the state minimum number of students enrolled based on state criteria.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	1	0	5

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Very Low
0.3% suspended at least one day
576 Students

English Learners

No Performance Level
0% suspended at least one day
22 Students

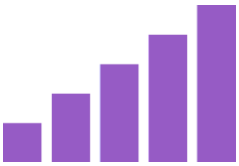
Foster Youth

Homeless

Socioeconomically Disadvantaged

Medium
1.5% suspended at least one day
65 Students

Students with Disabilities



Very Low
0% suspended at least one day
69 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	Very Low	No Performance Level
Less than 11 Students	Less than 11 Students	0% suspended at least one day	0% suspended at least one day
6 Students	2 Students	86 Students	18 Students

Hispanic	Two or More Races	Pacific Islander	White
Very Low	Very Low		Very Low
0% suspended at least one day	0% suspended at least one day		0.5% suspended at least one day
47 Students	32 Students		385 Students

Conclusions based on this data:

1. Overall Performance
The Suspension Rate Indicator demonstrates that in the All Students category, students scored at the Very Low level as .3% percent of students out of a total of 576 students were suspended at least one day during the 2021-22 school year. This scoring is based on state criteria.

2. Student Group Performance
The Suspension Rate Indicator demonstrates that in the Student Group category, Socioeconomically Disadvantaged students scored at the Medium level as 1.5% percent of students out of a total of 65 students were suspended at least one day during the 2021-22 school year. This scoring is based on state criteria.

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. Our principal, school counselor and MTSS Team work to approach behavioral needs in a proactive manner.

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, CAASPP assessment data, Accelerated Reader measurements, and DIBELS metrics were used to form this goal. In order to address academic concerns, which have resulted from residual pandemic challenges, focus will be placed on intervention.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Smarter Balanced Assessment Results (CAASPP)	In the spring of 2022, 77.57% of 272 students met or exceeded standards on the English Language Arts portion of the CAASPP test. This is a decrease of 3.14% from the last reported result in the 2020-2021 school year. In the spring of 2022, 70.85% of 272 students met or exceeded standards on the math portion of the CAASPP test. This is a decrease of 6.3% from the last reported result in the 2020-2021 school year. In the spring of 2022, 272 students took the CAASPP test provided by the state of California. The test was a shortened version of the state test which is similar to the shortened test given in Spring 2021. As a result, the state did not provide any Claim data, but just an overall score. In the spring of 2022, 67.04% of 3rd grade students met or exceeded standards in ELA. We will carefully analyze the progress of this cohort as	We have a goal to increase our school-wide performance by 3% in language arts and 6% in math for the 2022-2023 school year. Based on cohort data, in 2022-2023, our 3rd grade students will score 71% met or exceeded standards in ELA and 77% met or exceeded standards in math. Our 4th grade students will score 91% met or exceeded standards in ELA and 80% met or exceeded standards in math. Our 5th grade students will score 79% met or exceeded standards in ELA and 70% met or exceeded standards in math.

Metric/Indicator	Baseline	Expected Outcome
	they progress through 4th and 5th grades. 90.24% of 4th grade students met or exceeded standards in ELA, which represents a 7.98% increase in this cohort's scores in 2021. 76.23% of 5th grade students met or exceeded standards in ELA, which represents 10.53% decrease in this cohort's scores in 2021. In the spring of 2022, 73.86% of 3rd grade students met or exceeded standards in math. We will carefully analyze the progress of this cohort as they progress to 4th and 5th grades. 77.77% of 4th grade students met or exceeded standards in math, which represents a 6.11% decrease from this cohort's scores in 2021. 62.37% of 5th grade students met or exceeded standards in math, which represents a 7.78% decrease in this cohort's scores in 2021.	
District Benchmark Assessment Results	2021-2022 Data Revealed: 90% of kindergarten students met benchmark for Sight Words. 86% of kindergarten students met benchmark for Simple Words. 62% met benchmark for Sentence Dictation. 94% met benchmark for Addition Word Problems. 89% met benchmark for Subtraction Word Problems. 90% met benchmark for Counting to 100. 2021-2022 assessments were altered from previous year. Baseline scores are as follows: 90% of 1st grade students met the BPST benchmark. 67% met the High Frequency Word benchmark. 78% met the reading fluency benchmark. 91% of 2nd grade students (13% grade level increase/3% cohort decrease) met fluency benchmark. 96% (19% grade level increase/6% cohort increase) met the accuracy benchmark on the DORF. 96% of 2nd grade students (13% increase) met the 80% or higher benchmark on the RUSD End of Year GO Math Assessment. 91% of 3rd grade students (7% increase grade level/13% cohort	Goals for 2022-2023: 92% of kindergarten students will meet benchmark for Sight Words. 88% of kindergarten students will meet benchmark for Simple Words. 70% will meet benchmark for Sentence Dictation. 95% will meet benchmark for Addition Word Problems. 91% will meet benchmark for Subtraction Word Problems. 92% will meet benchmark for Counting to 100. 90% of 1st grade students will meet the BPST benchmark. 75% met the High Frequency Word benchmark. 80% met the reading fluency benchmark. 90% of 2nd grade students will meet fluency benchmark. 96% will meet the accuracy benchmark on the DORF. 96% of 2nd grade students will meet the 80% or higher benchmark on the RUSD End of Year GO Math Assessment. 91% of 3rd grade students will meet fluency benchmark. 93% will meet the accuracy benchmark on the DORF.

Metric/Indicator	Baseline	Expected Outcome
	increase) met fluency benchmark. 93% (8% grade level increase/16% cohort increase) met the accuracy benchmark on the DORF. 84% met the Lexile benchmark. 82% of 4th grade students (5% grade level decrease/2% cohort increase) met fluency benchmark. 89% of 4th grade students met accuracy benchmark (5% grade level decrease/4% cohort increase). 47% of 4th grade students met or exceeded standard on the SBAC Interim Assessment Block - Reading Literature. 89% of 5th grade students (1% grade level decrease/1% cohort increase) met fluency benchmark. 70% (15% grade level decrease/15% cohort decrease) met accuracy benchmark. Lakeview experienced many staffing challenges in 2021-2022. Our data is interesting and reflective of a challenging year, in some cases. Strong efforts have been made to move forward in a positive, strategic manner. Although our data is useful in analyzing instruction and student needs, there were variables which may have influenced the validity of data, especially in 3rd and 5th grades. NOTE: Through the Improvement Science process, we have worked to restructure our site assessment gathering and analysis methods to more accurately identify and serve students most in need of reading and math intervention.	85% of 4th grade students will meet fluency benchmark. 90% of 4th grade students will meet accuracy benchmark. 55% of 4th grade students will meet or exceeded standard on the SBAC Interim Assessment Block - Reading Literature. 90% of 5th grade students will meet fluency benchmark. 85% of 5th grade students will meet accuracy benchmark.
Accelerated Reader (Star Reading Test) - Previously Lexile	In the fall of 2022, RUSD changed its reading program from Reading Counts to Accelerated Reader. As such, the data points have changed and are not directly comparable. The start of the year baseline for Accelerated Reader (Star Reading Test) is as follows: 84.4% of all students in 2nd - 5th grades are currently At or Above Benchmark, and 15.6% of students are currently in need of close	We have a goal to improve our percentage of students performing At or Above Benchmark by 1-3% by the end of the 2022-2023 school year. 87.4 of students in be At or Above Benchmark. 78% of 2nd grade students will be At or Above Benchmark. 97% of 3rd grade students will be At or Above Benchmark. 88% of 4th grade students will be At or Above Benchmark. 83% of 5th grade

Metric/Indicator	Baseline	Expected Outcome
	monitoring and or intervention, as indicated by the Star Reading Assessment. 2nd Grade AR IRL: 75% of students scored At or Above Benchmark; 11% of students are on watch and have begun intervention; 5% are considered in need of intervention; 9% are considered in need of urgent intervention. 3rd Grade AR IRL: 94% of students scored At or Above Benchmark; 3% of students are on watch and have begun intervention; 1% are considered in need of intervention; 1% are considered in need of urgent intervention. 4th Grade AR IRL: 85% of students scored At or Above Benchmark; 7% of students are on watch and have begun intervention; 7% are considered in need of intervention or urgent intervention. 5th Grade AR IRL: 80% of students scored At or Above Benchmark; 13% of students are on watch and have begun intervention; 7% are considered in need of urgent intervention.	students will be At or Above Benchmark.

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 continues 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. 1st through 5th grade students will receive specialized PE instruction from a credentialed PE teacher weekly. Teacher prep minutes, negotiated in the RUFT Contract, will be provided through our PE program. Additional primary Physical Education minutes 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

8/10/22 - 5/26/23

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	8,400.00
Source	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Online Learning Contracts for Supplemental Instruction & Student Skill Reinforcement (Reflex Math, IXL, Learning A-Z)
Amount	16,000.00
Source	PTO
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Online Learning Contracts for Supplemental Instruction & Student Skill Reinforcement (ST Math, Star Fall, Newsela, Razz Kids, Flocabulary, Spelling City, Brain Pop, Generation Genius)
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	Recess Supplies and Equipment
Amount	3,000.00
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	PE Instructional Support Due to Addition of Primary Prep Minutes

Amount	1,500.00
Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	PE Equipment
Amount	900.00
Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	Spark PE Curriculum to Support Increase in PE Classes to 1st - 5th Grades

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. 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, reading, and math 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. 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. ELPAC results will be used to monitor EL students' acquisition of language. Student Success Team meetings will be held to document and address concerns effecting student learning. MTSS support team meetings will be held regularly to plan and monitor supports for MTSS, with a focus on Tier 2 interventions. Additional intervention support will be added in late winter to address student invention needs and Tier 2 supports.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/10/22 - 5/26/23

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	11,600.00
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	10,250.00
Source	Site Formula Funds
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional Aide Salaries (1 Paraeducator) - Intervention Support
Amount	23,000.00
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional Aide Salaries (2 Paraeducators) - Intervention Support
Amount	1,035.00
Source	PTO
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Online Assessment/Learning Support for Reading Intervention (Read Live)
Amount	25,000.00
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Additional Mid-Year Intervention Funds - Aide Support
Amount	25,000.00
Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	Instructional and Operating Supplies for Teachers
Amount	10,000.00
Source	PTO
Budget Reference	4000-4999: Books And Supplies
Description	Teacher Supplies and Paper Costs
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	TK & Kinder Aide Support for Classrooms

Strategy/Activity 3

Extended Learning Time; Increased Educational Opportunity and Support Services:

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, 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, will be offered (when available). 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 providing 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 - 5th grade students will receive dance instruction for six weeks, as well as pottery instruction. A garden coordinator will oversee Lakeview's amazing garden and orchard, monitor student work and deliver garden/science lessons. PTO will offer after school enrichment sessions for all students (ex. cooking, Lego engineering, sewing, art, Growing Through Games, science, etc.).

Students to be Served by this Strategy/Activity

All Students

Timeline

8/10/22 - 5/26/23

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
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)
Amount	3,000.00
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Athletic Team Coaching Stipends
Amount	1800.00

Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	IMPACT Adviser Stipends
Amount	1,000.00
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	IMPACT Student T-Shirts & Supplies
Amount	4,000.00
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
Amount	9,600.00
Source	PTO
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Dance Program Through Leighton Dance Project
Amount	9,000.00
Source	PTO
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Pottery Program Through Blair Barnes

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. Principal, School Counselor, and Resource Teacher will participate in Zones of Regulation Training.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/10/22 - 5/26/23

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	16,500.00
Source	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Love and Logic Professional Development for Teachers
Amount	300.00
Source	Donations
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	EDCOE SIPPS Registration - 1 Teachers
Amount	250.00
Source	Donations
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Sub Costs for SIPPS Training for New Teacher
Amount	1,000.00
Source	Donations
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Zones of Regulation Training

Strategy/Activity 5

Involvement of Staff, Parents & Community:

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. 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

8/10/22 - 5/26/23

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 survey indicated that 95% of students surveyed feel safe at school most or all of the time. 85% of all students surveyed feel well connected with Lakeview Elementary School.. 78% of students reported a high level of caring and support by staff members towards students. 78% of students reported that they receive social and emotional learning supports at school.	For the remainder 2022-23 School year, the goal is for the following: Students feeling safe will be increased to an overall score of 97%. Students feeling connected to Lakeview Elementary School will be increased to an overall score of 90%. Students feeling cared for by staff will be increased to an overall score of 83%.
California School Parent Survey	The survey indicated that 95% of parents surveyed agree/strongly agree that Lakeview is a safe place for their child. 97% of all parents surveyed agree/strongly agree that Lakeview encourages them to be an active partner in educating their child.	Parents agree/strongly agree that their child's school is a safe place will increase by 98% Parents agree/strongly agree that they are encouraged to be an active partner in the education of their child will increase by 99%

Metric/Indicator	Baseline	Expected Outcome
	96% of all parents surveyed agree/strongly agree that Lakeview has adults who really care about students.	Parents agree/strongly agree that school staff really care about students will increase by 99%
Discipline Data/Aeries Reports	Lakeview's suspension rate for the 2021-2022 school year was .3%.	Lakeview's suspension rate will continue at a very low percentage in 2022-2023. Focus will be placed on behavioral supports and positive community building.
Attendance Data	Lakeview's average attendance rate for the 2021-2022 school year was	The ongoing affects of the pandemic have 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

8/10/22 - 5/26/23

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. Behavioral needs of students will be supported through proactive discipline methods and enforcement of expectations. A full time school counselor will work to support the mental health needs of students 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.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/10/22 -05/26/23

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
Amount	500.00
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Social Emotional Learning Tools for Students
Amount	25,000.00
Source	PTO
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	SOAR Murals for Beautification

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.
Williams Act/Uniform Complaints	No Williams Act/Uniform Complaints were received during the 2021-2022 school year.	No Williams Act/Uniform Complaints are expected in the 2022-2023 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. 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

8/10/22 - 5/26/23

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

8/10/22 - 5/26/23

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2021-22

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
CAASPP (SBAC)	Our goal was to increase our school-wide performance by 1.5% met or exceeded standards in ELA and 2.5% met or exceeded standards in math. In the spring of 2022, 77.57% of 272 students met or exceeded standards on the English Language Arts portion of the CAASPP test. This is a decrease of 3.14% from the last reported result in the 2020-2021 school year. In the spring of 2022, 70.85% of 271 students met or exceeded standards on the math portion of the CAASPP test. This is a decrease of 6.3% from the last reported result in the 2020-2021 school year. In the spring of 2022, 272 students took the CAASPP test provided by the state of California. The test was a shortened version of the state test which is similar to the shortened test given in Spring 2021. As a result, the state did not provide any Claim data, but just an overall score. 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.	In the spring of 2022, 77.57% of 272 students met or exceeded standards on the English Language Arts portion of the CAASPP test. This is a decrease of 3.14% from the last reported result in the 2020-2021 school year. We did not meet our goal of a 1.5% increase from 2020-2021. In the spring of 2022, 70.85% of 272 students met or exceeded standards on the math portion of the CAASPP test. This is a decrease of 6.3% from the last reported result in the 2020-2021 school year. We did not meet our goal of a 2.5% increase from 2020-2021. In the spring of 2022, 272 students took the CAASPP test provided by the state of California. The test was a shortened version of the state test which is similar to the shortened test given in Spring 2021. As a result, the state did not provide any Claim data, but just an overall score. In the spring of 2022, 67.04% of 3rd grade students met or exceeded standards in ELA. 90.24% of 4th grade students met or exceeded standards in ELA, which represents a 7.98% increase in this cohort's scores in 2021. We met our goal in this area. 76.23% of 5th grade students met or exceeded standards in ELA, which represents 10.53% decrease in this cohort's scores in 2021. We did not meet our goal in this area. In the spring of 2022, 73.86% of 3rd grade students met or exceeded standards in math. 77.77% of 4th grade students met or exceeded standards in math, which represents a 6.11% decrease from this cohort's

Metric/Indicator	Expected Outcomes	Actual Outcomes
	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% 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.	scores in 2021. We did not meet our goal in this area. 62.37% of 5th grade students met or exceeded standards in math, which represents a 7.78% decrease in this cohort's scores in 2021. We did not meet our goal in this area.
District Benchmark Assessment Results	Baseline kindergarten and 1st grade data changed this year. Please see outcomes actual outcomes for new baseline. 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.	2021-2022 Data Revealed: 90% of kindergarten students met benchmark for Sight Words. 86% of kindergarten students met benchmark for Simple Words. 62% met benchmark for Sentence Dictation. 94% met benchmark for Addition Word Problems. 89% met benchmark for Subtraction Word Problems. 90% met benchmark for Counting to 100. 2021-2022 assessments were altered from previous year. Baseline scores are as follows: 90% of 1st grade students met the BPST benchmark. 67% met the High Frequency Word benchmark. 78% met the reading fluency benchmark. 91% of 2nd grade students (13% grade level increase/3% cohort decrease) met fluency benchmark. We did not meet our goal in this area. 96% (19% grade level increase/6% cohort increase) met the accuracy benchmark on the DORF. We met our goal in this area. 96% of 2nd grade students (13% increase) met the 80% or higher benchmark on the RUSD End of Year GO Math Assessment.

Metric/Indicator	Expected Outcomes	Actual Outcomes
	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.	91% of 3rd grade students (7% increase grade level/13% cohort increase) met fluency benchmark. We met our goal in this area. 93% (8% grade level increase/16% cohort increase) met the accuracy benchmark on the DORF. We met our goal in this area. 84% met the Lexile benchmark. 82% of 4th grade students (5% grade level decrease/2% cohort increase) met fluency benchmark. We did not meet our goal in this area. 89% of 4th grade students met accuracy benchmark (5% grade level decrease/4% cohort increase). We did not meet our goal in this area. 47% of 4th grade students met or exceeded standard on the SBAC Interim Assessment Block - Reading Literature. 89% of 5th grade students (1% grade level decrease/1% cohort increase) met fluency benchmark. 70% (15% grade level decrease/15% cohort decrease) met accuracy benchmark. We did not meet our goals in these areas. Lakeview experienced many staffing challenges in 2021-2022. Our data is interesting and reflective of a challenging year, in some cases. Strong efforts have been made to move forward in a positive, strategic manner. Although our data is useful in analyzing instruction and student needs, there were variables which may have influenced the validity of data, especially in 3rd and 5th grades. NOTE: Through the Improvement Science process, we have worked to restructure our site assessment gathering and analysis methods to more accurately identify and serve students most in need of reading and math intervention.
Accelerated Reader STAR Assessment	Baseline goals are being established in 2022-2023.	In the fall of 2022, RUSD changed its reading program from Reading Counts to Accelerated Reader. As such, the data points have changed and are not directly comparable. The

Metric/Indicator	Expected Outcomes	Actual Outcomes
		start of the year baseline for Accelerated Reader (Star Reading Test) is as follows: 84.4% of students are currently At or Above Benchmark, and 15.6% of students are currently in need of close monitoring and or intervention, as indicated by the Star Reading Assessment. 2nd Grade AR IRL: 75% of students scored At or Above Benchmark; 11% of students are on watch and have begun intervention; 5% are considered in need of intervention; 9% are considered in need of urgent intervention. 3rd Grade AR IRL: 94% of students scored At or Above Benchmark; 3% of students are on watch and have begun intervention; 1% are considered in need of intervention; 1% are considered in need of urgent intervention. 4th Grade AR IRL: 85% of students scored At or Above Benchmark; 7% of students are on watch and have begun intervention; 7% are considered in need of intervention or urgent intervention. 5th Grade AR IRL: 80% of students scored At or Above Benchmark; 13% of students are on watch and have begun intervention; 7% are considered in need of urgent intervention.

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	Planned Actions and Services were accomplished.	Instructional Aide Salaries (Blend Support) - Post-COVID 2000-2999: Classified Personnel Salaries Donations 4,183.00	Blend Support Was Addressed Through Alternative Support

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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		Online Learning Contracts for Supplemental Instruction & Student Skill Reinforcement (ST Math, Star Fall, Newsela, Razz Kids, Flocabulary, Spelling City, Brain Pop) 5000-5999: Services And Other Operating Expenditures PTO 15,500.00 $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	Online Learning Contracts Continued 5000-5999: Services And Other Operating Expenditures PTO 1,600.00 $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
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.			
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 has been 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	Planned Actions and Services were accomplished.	Sub Costs for Assessment Release Days for Teachers 1000-1999: Certificated Personnel Salaries District Funded 11,000.00 Sub Costs for Incoming Kindergarten Assessments - Release Days for Teachers 1000-1999: Certificated Personnel Salaries Site Formula Funds 1,000.00 Instructional Aide Salaries (1 Paraeducator) - Intervention Support 2000-2999: Classified Personnel Salaries Site Formula Funds 9,394.00 Instructional Aide Salaries (2 Paraeducators) - Intervention Support 2000-2999: Classified Personnel Salaries	Sub Costs for Assessment Release Days for Teachers 1000-1999: Certificated Personnel Salaries District Funded 11,000.00 Sub Costs for Incoming Kindergarten Assessments - Release Days for Teachers 1000-1999: Certificated Personnel Salaries Site Formula Funds 1,000.00 Instructional Aide Salaries (1 Paraeducator) - Intervention Support 2000-2999: Classified Personnel Salaries Site Formula Funds 9,394.00 Instructional Aide Salaries (2 Paraeducators) - Intervention Support 2000-2999: Classified Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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. Student Success Team meetings will be held to document and address concerns effecting student learning. Our MTSS team will meet regularly to discuss and plan student supports.		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	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
Extended Learning Time; Increased Educational Opportunity and Support Services:	We are continuing to return to pre-pandemic programs. Most activities	Funding Assistance for Grade Level Field Trips 5000-5999: Services And Other Operating	Funding for Grade Level Field Trips - Limited due to pandemic - partial programs offered due to

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Most aspects of this goal will occur as COVID guidelines allow. Virtual field trips will be offered when available and appropriate. 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	and programs are now back in running order.	Expenditures PTO 4,000.00	pandemic 5000-5999: Services And Other Operating Expenditures PTO 2,000.00
		Registration Fees and Transportation for EDC Educational Events and Opportunities (Spelling Bee, Oral Interpretation, Nature Bowl) 5000-5999: Services And Other Operating Expenditures PTO 800.00	Registration Fees and Transportation for EDC Educational Events and Opportunities (Spelling Bee, Oral Interpretation, Nature Bowl) - Partial programs offered due to pandemic 5000-5999: Services And Other Operating Expenditures PTO 400.00
		Athletic Team Coaching Stipends 1000-1999: Certificated Personnel Salaries Site Formula Funds 2,000.00	Athletic Team Coaching Stipends 1000-1999: Certificated Personnel Salaries Site Based Gifts and Donations 2,000.00
		IMPACT Adviser Stipends 1000-1999: Certificated Personnel Salaries Site Formula Funds 1,1800.00	IMPACT Adviser Stipends 1000-1999: Certificated Personnel Salaries Site Formula Funds 1,800.00
		IMPACT Student T-Shirts 4000-4999: Books And Supplies Donations 500.00	IMPACT Student T-Shirts 4000-4999: Books And Supplies Donations 500.00
		Funding for Contracted Instruction Services in Dance 5000-5999: Services And Other Operating Expenditures PTO 2,000.00	Funding for Contracted Instruction Services in Dance 5000-5999: Services And Other Operating Expenditures PTO 2,000.00
		Library Books 4000-4999: Books And Supplies PTO 1,000.00	Library Books 4000-4999: Books And Supplies PTO 1,000.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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 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	Staff Collaboration and Professional Development have resumed.	EDCOE Professional Development Opportunities for Staff 5000-5999: Services And Other Operating Expenditures Site Formula Funds 1,000.00 EDCOE SIPPS Registration - 3 Teachers 5000-5999: Services And Other Operating Expenditures Donations 600.00	EDCOE Professional Development Opportunities for Staff 0 EDCOE SIPPS Registration - 3 Teachers 5000-5999: Services And Other Operating Expenditures Donations 600.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.		Sub Costs for SIPPS Training for New Teachers 1000-1999: Certificated Personnel Salaries Donations 750.00	Sub Costs for SIPPS Training for New Teachers 1000-1999: Certificated Personnel Salaries Donations 750.00
Involvement of Staff, Parents & Community. 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	School site programs and parent volunteers have resumed this year.	Kinder Orientation, Back to School Night, Open House Welcome Water and Snack/PTO Information and Promotion (Community Building) 4000-4999: Books And Supplies PTO 750.00	Kinder Orientation, Back to School Night, Open House Welcome Water and Snack/PTO Information and Promotion (Community Building) 4000-4999: Books And Supplies PTO 750.00

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

Analysis

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

Programs and activities were implemented as planned.

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

Overall program effectiveness was successful.

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

Most proposed expenditures were accurate. We did not use the funding for EDCOE conferences, aside from SIPPS.

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 have continued to add programs back in 2022-2023 from pre-pandemic plans.

Annual Review and Update

SPSA Year Reviewed: 2021-22

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 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.	
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 2021-2022. Focus will be placed on behavioral supports and positive community building.	
Attendance Data	COVID has negatively impacted attendance.	

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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	All planned actions and services for School Safety and Community Building were implemented.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.			
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	All planned actions and services for School Climate and Community Building were implemented. The only exception is that staff did not receive further training in Trauma Informed Practices - the training	SOAR Student Incentives for PBIS 4000-4999: Books And Supplies Donations 2,000.00 SOAR Posters and Flip Books (Updated) 4000-4999: Books And Supplies PTO 2,000.00	SOAR Student Incentives for PBIS 4000-4999: Books And Supplies Donations 2,000.00 SOAR Posters and Flip Books (Updated) 4000-4999: Books And Supplies PTO 2,000.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	had taken place pre-pandemic.	Social Emotional Learning Tools for Students 4000-4999: Books And Supplies Donations 500.00 Signage for Positive Motivation in Multipurpose Room 4000-4999: Books And Supplies Donations 2,000.00	Social Emotional Learning Tools for Students 4000-4999: Books And Supplies Donations 500.00 Signage for Positive Motivation in Multipurpose Room 4000-4999: Books And Supplies Donations 2,000.00

Analysis

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

All strategies and activities were implemented.

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

Strategies and activities were implemented effectively.

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

Annual Review and Update

SPSA Year Reviewed: 2021-22

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.	Staff participated in collaboration weekly.
Facility Inspection Tool - District Tool	Facilities will continue to be in good repair, as measured by the FIP.	Facilities continue to be in good repair.
Williams Act/Uniform Complaints	No Williams Act/Uniform Complaints are expected in the 2021-2022 school year. Any complaints will be addressed immediately.	No Williams Act/Uniform Complaints were filed.

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 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 Positive Behavioral Interventions and Supports. Classified staff will participate in the California School Staff Survey (CSSS) to aide in determining areas of additional needs.	Classified staff participated in collaboration through SPED and MTSS training and discussions.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	RUSD Maintenance Department addresses needs as they occur. PTO supported site beautification efforts through funding a large portion of our mural project this year.		

Analysis

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

The SPED Department and MTSS team work to plan and discuss student needs. Classified collaboration and training are implemented when appropriate.

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

Classified collaboration and PD have been managed affectively through SPED and MTSS. Overall effectiveness of our RUSD M & O response has been successful.

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

No differences noted.

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.

No changes at this time.

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	223,785.00

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
District Funded	64,500.00
Donations	7,650.00
LCFF - Supplemental	23,000.00
PTO	85,185.00
Site Formula Funds	43,450.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	750.00
1000-1999: Certificated Personnel Salaries	17,650.00
2000-2999: Classified Personnel Salaries	58,250.00
4000-4999: Books And Supplies	51,500.00
5000-5999: Services And Other Operating Expenditures	95,635.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	11,600.00
2000-2999: Classified Personnel Salaries	District Funded	25,000.00
4000-4999: Books And Supplies	District Funded	3,000.00
5000-5999: Services And Other Operating Expenditures	District Funded	24,900.00
1000-1999: Certificated Personnel Salaries	Donations	250.00
4000-4999: Books And Supplies	Donations	6,100.00
5000-5999: Services And Other Operating Expenditures	Donations	1,300.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	23,000.00
0000: Unrestricted	PTO	750.00
4000-4999: Books And Supplies	PTO	15,000.00
5000-5999: Services And Other Operating Expenditures	PTO	69,435.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	5,800.00
2000-2999: Classified Personnel Salaries	Site Formula Funds	10,250.00
4000-4999: Books And Supplies	Site Formula Funds	27,400.00

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
Erin Koht	Classroom Teacher
Laura Haislip	Classroom Teacher
Erin Sargent	Other School Staff
Katie Allred	Parent or Community Member
Breanna Funk	Parent or Community Member
Ben Howard	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 1-26-23.

Attested:

	Principal, Kathy Miracle on 1-26-23
	SSC Chairperson, Katie Allred on 1-26-23

Addendum

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

Instructions: Linked Table of Contents

Educational Partner 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.

Educational Partner 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 Educational Partner 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: **2022-23**

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 14, 2022
Local Board Approval Date	March 7, 2023

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 the 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 737 sixth, seventh, and eighth-grade students. Sixty-seven percent of the students are Caucasian, fourteen percent are Hispanic or Latino, and nine percent are Asian. Five percent identify as multi-ethnic while three percent are Filipino-American, and approximately two percent are African-American, Native American, or Pacific Islander. Ten 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 45-minute lunch daily. Elective options include Band, World Music, Computer Science, 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 four minutes.

The facilities include a library/media center, a multi-purpose room, a gym, a band room, a maker space/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.
.
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 communications to parents/guardians, merit assemblies, 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.

Educational Partner 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, 2022. The school site council reviewed, provided feedback, and approved the plan on November 14, 2022. 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		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.24%	0.2%	0.54%	2	1	4
African American	1.33%	1.0%	0.94%	11	6	7
Asian	8.31%	6.8%	8.46%	69	39	63
Filipino	2.41%	2.1%	3.36%	20	12	25
Hispanic/Latino	12.17%	14.4%	14.09%	101	83	105
Pacific Islander	0.12%	0.2%	0.27%	1	1	2
White	70.24%	70.2%	68.05%	583	405	507
Multiple/No Response	5.18%	5.2%	4.30%	43	30	32
			Total Enrollment	830	577	745

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 6	258	160	232
Grade 7	291	207	241
Grade 8	281	210	272
Total Enrollment	830	577	745

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. During the reporting period Marina provided educational service 745 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		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	5	5	10	0.6%	0.90%	1.3%
Fluent English Proficient (FEP)	57	36	53	6.9%	6.20%	7.1%
Reclassified Fluent English Proficient (RFEP)	3	2	6	33.3%	0.30%	

Conclusions based on this data:

1. Marina Village has a small percentage of EL students who continue to progress in their language acquisition.
2. The Fluent English Proficient numbers have increased as students were reclassified during the 21/22 school year.
3. There were a total of ten English Learners in 21/22 with six students who were reclassified during the 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	289	180	225	288	180	219	288	180	219	99.7	100.0	97.3
Grade 7	275	215	244	272	211	239	272	211	239	98.9	98.1	98.0
Grade 8	249	223	274	241	221	266	241	221	266	96.8	99.1	97.1
All Grades	813	618	743	801	612	724	801	612	724	98.5	99.0	97.4

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	2584.	2575.	2588.	35.07	29.44	34.70	40.97	46.11	45.66	18.06	17.78	14.61	5.90	6.67	5.02
Grade 7	2618.	2593.	2602.	36.76	24.17	34.31	44.49	46.92	40.17	12.50	18.48	15.06	6.25	10.43	10.46
Grade 8	2627.	2598.	2596.	32.37	23.08	21.43	46.47	42.08	45.49	14.94	23.08	22.56	6.22	11.76	10.53
All Grades	N/A	N/A	N/A	34.83	25.33	29.70	43.82	44.93	43.78	15.23	19.93	17.68	6.12	9.80	8.84

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	39.58	33.33	37.44	49.31	57.78	57.53	11.11	8.89	5.02
Grade 7	45.96	27.49	33.89	44.12	61.14	58.58	9.93	11.37	7.53
Grade 8	51.04	27.60	28.57	38.59	60.63	62.41	10.37	11.76	9.02
All Grades	45.19	29.25	33.01	44.32	59.97	59.67	10.49	10.78	7.32

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.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	40.97	30.73	27.40	51.04	58.10	62.10	7.99	11.17	10.50
Grade 7	54.41	32.70	38.91	41.18	60.19	50.63	4.41	7.11	10.46
Grade 8	41.49	29.41	18.80	48.13	57.01	65.41	10.37	13.57	15.79
All Grades	45.69	30.93	28.04	46.82	58.43	59.53	7.49	10.64	12.43

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	29.17	20.00	26.48	65.97	75.56	73.52	4.86	4.44	0.00
Grade 7	24.26	14.69	19.67	71.69	78.20	75.73	4.04	7.11	4.60
Grade 8	26.14	20.81	20.68	68.88	71.49	70.68	4.98	7.69	8.65
All Grades	26.59	18.46	22.10	68.79	75.00	73.20	4.62	6.54	4.70

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.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	42.01	31.11	31.51	48.96	65.00	63.93	9.03	3.89	4.57
Grade 7	45.22	28.91	28.87	49.63	62.56	60.67	5.15	8.53	10.46
Grade 8	42.74	24.89	22.93	50.62	66.97	70.68	6.64	8.14	6.39
All Grades	43.32	28.10	27.49	49.69	64.87	65.33	6.99	7.03	7.18

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 2022, Marina Village students took a state-modified version of the CAASPP test. This test was a shortened version of the state test which is similar to the shortened test during the previous year. As a result, the state provided an overall score but no claim data to the public. The overall scores show that 73.57% of Marina Village students met or exceeded standards on the language portion of the CAASPP test. This is an increase of 3% from the last reported result in the 2020-2021 school year.

   Overall year-over-year performance
   The 6th-grade students were the highest-performing group when compared against all grades in the area of ELA with 80.36% (+5% from 20-21) 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 74.48% (+3% from 20-21) 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 66.92% (+1% from 20-21) of students meeting or exceeding standards.

While these scores demonstrate some growth at all grade levels, 7th and 8th grades have not returned to their pre-pandemic performance of 81% and 79% respectively of students meeting or exceeding standards in language arts. However, the 6th-grade class exceeded pre-pandemic levels of performance in 6th grade by more than 4%.

Due to the COVID-19 pandemic, no state-reported scores for the 2019-2020 school year are available as the test was not administered.

2. In the spring of 2022, Marina Village students took a state-modified version of the CAASPP test. While claim data was not provided on an individual student basis, it was provided at a school-wide level.

Claims
Across all grade levels, students performed the strongest in the Reading claim. The Writing 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 claims, other than Writing, had less than 8% of students performing below standard (Reading, Listening, Research/Inquiry).

6th-grade students performed better in the Reading claim when compared against all grade levels.
7th-grade students performed better in the Writing claim when compared against all grade levels.
6th-grade students performed better in the Listening claim when compared against all grade levels.
6th-grade students performed better in the Research and Inquiry claims when compared against all grade levels.

Due to the COVID-19 pandemic, no state-reported scores for the 2019-2020 school year are available as the test was not administered.

3. In the spring of 2022, Marina Village students took a state-modified version of the CAASPP test. Using the modified test results, we can see the following cohort data as compared to 2020-21.

Cohort Performance
When compared to the prior testing year (2020-2021), the same group of students maintained their overall performance from their 5th-grade to their 6th-grade year in ELA by having 81% of students meet or exceed standards. (From 81% to 81%)
When compared to the prior testing year (2020-2021), the same group of students declined in their overall performance from their 6th-grade to their 7th-grade year in ELA by 1% to reach 75% of students meeting or exceeding standards. (From 76% to 75%)
When compared to the prior testing year (2020-2021), the same group of students declined in their overall performance from their 7th-grade to their 8th-grade year in ELA by 4% to reach 67% of students meeting or exceeding standards. (From 71% to 67%)

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 the social-emotional ramifications of the shutdown may have played a significant role.

Due to the COVID-19 pandemic, no state-reported scores for the 2019-2020 school year are available as the test was not administered.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	289	180	225	288	179	219	288	179	219	99.7	99.4	97.3
Grade 7	275	215	244	271	212	239	271	212	239	98.5	98.6	98.0
Grade 8	249	223	274	242	220	265	242	220	265	97.2	98.7	96.7
All Grades	813	618	743	801	611	723	801	611	723	98.5	98.9	97.3

* 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	2583.	2569.	2585.	37.15	31.84	40.64	29.17	30.17	26.94	25.35	26.82	25.11	8.33	11.17	7.31
Grade 7	2613.	2586.	2587.	42.44	27.36	31.38	30.63	33.02	29.71	19.93	26.42	23.43	7.01	13.21	15.48
Grade 8	2640.	2590.	2595.	47.93	27.27	29.06	23.97	25.45	23.02	18.60	20.91	30.57	9.50	26.36	17.36
All Grades	N/A	N/A	N/A	42.20	28.64	33.33	28.09	29.46	26.42	21.47	24.55	26.56	8.24	17.35	13.69

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.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	48.26	25.70	38.81	38.54	61.45	51.60	13.19	12.85	9.59
Grade 7	55.35	30.66	35.56	33.95	60.38	49.79	10.70	8.96	14.64
Grade 8	59.09	29.09	29.43	28.93	53.18	55.85	11.98	17.73	14.72
All Grades	53.93	28.64	34.30	34.08	58.10	52.56	11.99	13.26	13.14

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.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	32.29	24.58	31.05	53.82	61.45	60.27	13.89	13.97	8.68
Grade 7	43.91	26.89	27.20	44.65	59.91	56.49	11.44	13.21	16.32
Grade 8	52.07	25.00	27.17	36.36	54.55	55.47	11.57	20.45	17.36
All Grades	42.20	25.53	28.35	45.44	58.43	57.26	12.36	16.04	14.38

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	33.68	30.17	35.62	49.65	62.01	56.16	16.67	7.82	8.22
Grade 7	38.75	26.42	25.52	50.18	64.15	64.02	11.07	9.43	10.46
Grade 8	47.11	24.55	23.77	45.45	64.09	64.91	7.44	11.36	11.32
All Grades	39.45	26.84	27.94	48.56	63.50	61.96	11.99	9.66	10.10

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 2022, Marina Village students took a state-modified version of the CAASPP test. This test was a shortened version of the state test which is similar to the shortened test during the previous year. As a result, the state provided an overall score but no claim data to the public. The overall scores show that 60% of Marina Village students met or exceeded standards on the mathematics portion of the CAASPP test. This is an increase of 2% from the last reported result in the 2020-2021 school year.

Overall year-over-year performance
The 6th-grade students were the highest-performing group when compared against all grades in the area of math with 67.58% (+5.57% from 20-21) 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 math with 61.09% (< 1% change from 20-21) of students meeting or exceeding standards.
The 8th-grade students had the lowest-performing group when compared against all grades in the area of math with 52.08% (< 1% change from 20-21) of students meeting or exceeding standards.

While these scores demonstrate some growth, only 6th grade has returned to their pre-pandemic performance of 66% of students meeting or exceeding standards in math. Prior to the pandemic, 7th grade was at 73% of students meeting or exceeding standards and 8th grade was at 72% of students meeting or exceeding standards in math.

Due to the COVID-19 pandemic, no state-reported scores for the 2019-2020 school year are available as the test was not administered.

2. In the spring of 2022, Marina Village students took a state-modified version of the CAASPP test. While claim data was not provided on an individual student basis, it was provided at a school-wide level.

Claims

Across all grade levels, students performed the strongest in the Concepts and Procedures claim. The Problem Solving and Model Data Analysis claim also had the highest number of students in the "Below Standard" level. Across all grade levels, students struggled in the Communicating Reasoning claim with more students falling into the "At or Near Standard" performance level than the other two levels. All claims had less than 15% of students performing below standard.

6th-grade students performed better in the Concepts and Procedures claim when compared against all grade levels.
6th-grade students performed better in the Problem Solving and Model Data Analysis claim when compared against all grade levels.
6th-grade students performed better in the Communicating Reasoning claim when compared against all grade levels.

Due to the COVID-19 pandemic, no state-reported scores for the 2019-2020 school year are available as the test was not administered.

3. In the spring of 2022, Marina Village students took a state-modified version of the CAASPP test. Using the modified test results, we can see the following cohort data as compared to 2020-21.

Cohort Performance
When compared to the prior testing year (2020-2021), the same group of students declined in their overall performance from their 5th-grade to their 6th-grade year in math by 3% having 68% of students meeting or exceeding standards. (From 71% to 68%)
When compared to the prior testing year (2020-2021), the same group of students declined in their overall performance from their 6th-grade to their 7th-grade year in math by 1% to reach 61% of students meeting or exceeding standards. (From 62% to 61%)
When compared to the prior testing year (2020-2021), the same group of students declined in their overall performance from their 7th-grade to their 8th-grade year in math by 8% to reach 60% of students meeting or exceeding standards. (From 60% to 52%)

This type of regression in the 6th, 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 the social-emotional ramifications of the shutdown may have played a significant role.

Due to the COVID-19 pandemic, no state-reported scores for the 2019-2020 school year are available as the test was not administered.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6		*	*		*	*		*	*		4	*
7	*	*	*	*	*	*	*	*	*	4	*	*
8	*		*	*		*	*		*	*		*
All Grades										7	6	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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6		*	*		*	*		*	*		*	*		*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*		*	*		*	*		*	*		*	*		*
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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6		*	*		*	*		*	*		*	*		*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*		*	*		*	*		*	*		*	*		*
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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6		*	*		*	*		*	*		*	*		*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*		*	*		*	*		*	*		*	*		*
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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6		*	*		*	*		*	*		*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*		*	*		*	*		*	*		*
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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6		*	*		*	*		*	*		*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*		*	*		*	*		*	*		*
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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6		*	*		*	*		*	*		*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*		*	*		*	*		*	*		*
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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6		*	*		*	*		*	*		*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*		*	*		*	*		*	*		*
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 10 English Learners so change data for this groups was not provided by the State. Marina Village is aware of the 10 students in the 22/23 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.

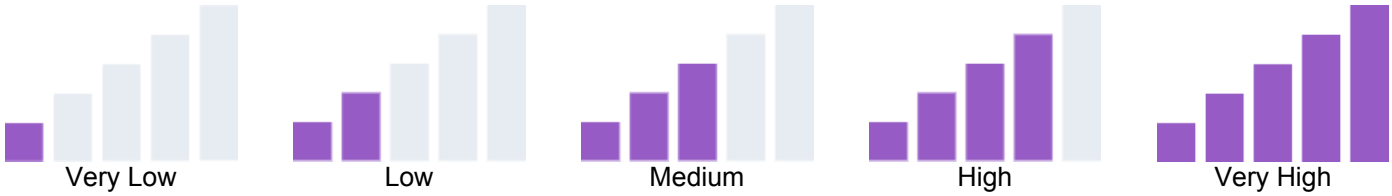
3. Marina Village is a fairly homogeneous group of students that has a population that is holding steady in the low 700's over the last two years. The population of students has declined in the 21/22 school year to 745 with the ratios for ethnic and socially economic disadvantage students staying relatively similar to prior years.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Very High	Chronic Absenteeism: High	Suspension Rate: Medium
Mathematics: High		
English Learner Progress: No Performance Level		

Conclusions based on this data:

1. Under the Academic Performance Indicator, student performance data indicates that they performed in the Very High level in English Language Arts and High level in Mathematics for the 2021-22 school year.
2. Under the Academic Engagement Indicator, student performance data indicates that the Chronic Absenteeism level is High based on state criteria for the 2021-22 school year. This level is considered an anomaly due to the

requirements of the Department of Public Health in relation to addressing student health during the COVID-19 Pandemic.
Marina Village saw an absentee rate of over 16%.

3. Under the Conditions & Climate Indicator, school performance data indicates that the Suspension Rate level is Medium based on state criteria for the 2021-22 school year. Marina Village saw a suspension rate of 3.8%.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	1	0	3	2

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	No Performance Level	
45.4 points above standard	18.7 points above standard	
712 Students	21 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	High	Low
	31.4 points above standard	32.1 points below standard
	78 Students	85 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 7 Students	No Performance Level 4 Students	Very High 68.8 points above standard 63 Students	No Performance Level 57.9 points above standard 25 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
High 21.1 points above standard 103 Students	Very High 81.3 points above standard 32 Students	No Performance Level 1 Student	High 43.7 points above standard 477 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
4 Students	39.1 points above standard 17 Students	44.0 points above standard 649 Students

Conclusions based on this data:

1. Overall Performance
The English Language Arts Performance Indicator demonstrates that in the All Students category, students scored at the Very High level based on state criteria for the 2021-22 school year.

2. Student Group Performance
The English Language Arts Data Comparisons for Socioeconomically Disadvantaged and Students with Disabilities indicates that:
   - Socioeconomically Disadvantaged Students scored in the High performance level which is 31.4 points above standard. This is based on the data for 78 students.
   - Students with Disabilities scored in the Low performance level which is 32.1 points below standard. This is based on the data for 85 students.

3. Race/Ethnicity Group Performance
The English Language Arts Performance by Race/Ethnicity Indicator demonstrates that:
   - Students in the Asian Student Group scored in the Very High performance level which is 68.8 points above standard. This is based on the data for 63 students.
   - Students in the Hispanic Student Group scored in the High performance level which is 21.1 points above standard. This is based on the data for 103 students.

- Students in the Two or More Student Group scored in the Very High performance level which is 81.3 points above standard. This is based on the data for 32 students.
- Students in the White Student Group scored in the High performance level which is 43.7 points above standard. This is based on the data for 477 students.

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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

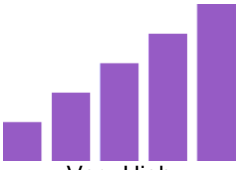
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	1	1	2	2

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
High	No Performance Level	
20.2 points above standard	6.4 points below standard	
712 Students	21 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Medium	Low
	2.8 points below standard	64.0 points below standard
	78 Students	86 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 7 Students	No Performance Level 4 Students	Very High 54.1 points above standard 63 Students	No Performance Level 18.4 points above standard 25 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
High 0.0 points below standard 103 Students	 Very High 59.9 points above standard 32 Students	No Performance Level 1 Student	High 17.7 points above standard 477 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
5 Students	4.4 points above standard 17 Students	18.3 points above standard 649 Students

Conclusions based on this data:

1. Overall Performance
The Mathematics Performance Indicator demonstrates that in the All Students category, students scored at the High level based on state criteria for the 2021-22 school year.

2. Student Group Performance
The Mathematics Data Comparisons for Socioeconomically Disadvantaged and Students with Disabilities indicates that:
   - Socioeconomically Disadvantaged Students scored in the Medium performance level which is 2.8 points below standard. This is based on the data for 78 students.
   - Students with Disabilities scored in the Low performance level which is 64 points below standard. This is based on the data for 86 students.

3. Race/Ethnicity Group Performance
The Mathematics Performance by Race/Ethnicity Indicator demonstrates that:
   - Students in the Asian Student Group scored in the Very High performance level which is 54.1 points above standard. This is based on the data for 63 students.
   - Students in the Hispanic Student Group scored in the High performance level which is 0.0 points above standard. This is based on the data for 103 students.

- Students in the Two or More Student Group scored in the Very High performance level which is 59.9 points above standard. This is based on the data for 32 students.
- Students in the White Student Group scored in the High performance level which is 17.7 points above standard. This is based on the data for 477 students.

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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Level

making progress towards English language proficiency

Number of EL Students: 5 Students

Performance Level: No Performance Level

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.

2022 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
0.0%	0.0%	0.0%	0.0%

Conclusions based on this data:

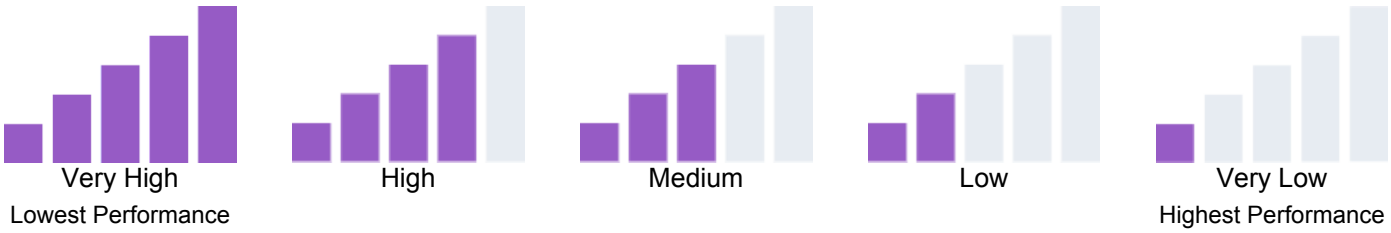
1. Marina Village had 10 students classified as English Language Learners so data for this group was not provided by the State. Marina Village is aware of the ten students that are English Learners and these students are being supported in their language acquisition and their academic progress continues to be monitored and supported though data is not being reported.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

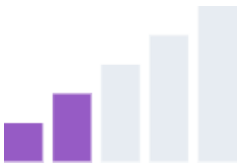
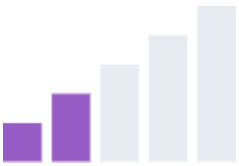
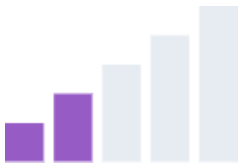
2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
2	3	1	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
High	No Performance Level	No Performance Level
16.1% Chronically Absent	Less than 11 Students	Less than 11 Students
762 Students	10 Students	1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Very High	Very High
	23.3% Chronically Absent	20.6% Chronically Absent
	86 Students	102 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	Medium	No Performance Level
Less than 11 Students	Less than 11 Students	6.3% Chronically Absent	4% Chronically Absent
8 Students	4 Students	63 Students	25 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
High	High	No Performance Level	High
15.7% Chronically Absent	11.4% Chronically Absent	Less than 11 Students	17.6% Chronically Absent
108 Students	35 Students	2 Students	517 Students

Conclusions based on this data:

1. Overall Performance
The Chronic Absenteeism Indicator demonstrates that in the All Students category, students scored at the High level as 16.1 percent of students out of a total of 762 students were considered chronically absent based on state criteria for the 2021-22 school year. This data is considered an anomaly due to the requirements of the Department of Public Health in relation to addressing student health during the COVID-19 Pandemic.

2. Student Group
The Chronic Absenteeism Indicator demonstrates that in the Socioeconomically Disadvantaged Group category, 20 students scored at the Very High level as 23.3 percent of students out of a total of 86 students were considered chronically absent based on state criteria for the 2021-22 school year.
The Chronic Absenteeism Indicator demonstrates that in the Students with Disabilities Group category, 21 students scored at the Very High level as 20.6 percent of students out of a total of 102 students were considered chronically absent based on state criteria for the 2021-22 school year.

This data is considered an anomaly due to the requirements of the Department of Public Health in relation to addressing student health during the COVID-19 Pandemic.

3. Race/Ethnicity
The Chronic Absenteeism Indicator in the Race/Ethnicity category demonstrates the following:

- Students in the Asian Student Group scored at the Medium level as 6.3 percent of students out of a total of 63 students were considered chronically absent based on state criteria for the 2021-22 school year.
- Students in the Hispanic Student Group scored at the High level as 15.7 percent of students out of a total of 108 students were considered chronically absent based on state criteria for the 2021-22 school year.
- Students in the Two or More Races Student Group scored at the High level as 11.4 percent of students out of a total of 35 students were considered chronically absent based on state criteria for the 2021-22 school year.
- Students in the White Student Group scored at the High level as 17.6 percent of students out of a total of 517students were considered chronically absent based on state criteria for the 2021-22 school year.

*As stated above, this data is considered an anomaly due to the requirements of the Department of Public Health in relation to addressing student health during the COVID-19 Pandemic.

**There were other student groups that did not receive a performance level score due to having less than the state minimum number of students enrolled based on state criteria.

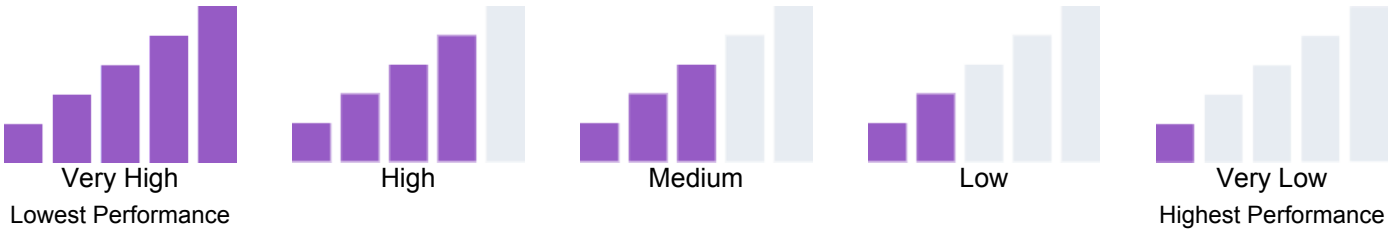
As shown by the data, there has been a major shift in attendance since the pandemic. It is the goal of Marina Village to get back to pre-pandemic levels of absenteeism.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	1	5	0	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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	No Performance Level	No Performance Level
3.8% suspended at least one day	18.2% suspended at least one day	Less than 11 Students
771 Students	11 Students	1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	High
Less than 11 Students	4.6% suspended at least one day	8.8% suspended at least one day
1 Student	87 Students	102 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	Medium	No Performance Level
Less than 11 Students	Less than 11 Students	6.3% suspended at least one day	4% suspended at least one day
8 Students	4 Students	64 Students	25 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium	Medium	No Performance Level	Medium
2.8% suspended at least one day	2.8% suspended at least one day	Less than 11 Students	3.4% suspended at least one day
108 Students	36 Students	2 Students	524 Students

Conclusions based on this data:

1. Overall Performance
The Suspension Rate Indicator demonstrates that in the All Students category, students scored at the Medium level as 3.8 percent of students out of a total of 771 students were suspended at least one day during the 2021-22 school year. This scoring is based on state criteria.

The information showed that Marina Village had 29 different students suspended in 2021-2022 which is a 2.3% increase in suspensions from the previous reporting year. This suspension rate is higher than the statewide average of 3.2% and is an area for review and improvement. We continue to have a low suspension rate.

2. Student Group Performance
The Suspension Rate Indicator demonstrates that in the Socioeconomically Disadvantaged Student Group category, 4 students scored at the Medium level as 4.6 percent of students out of a total of 87 students were suspended at least one day during the 2021-22 school year. This scoring is based on state criteria.
The Suspension Rate Indicator demonstrates that in the Students with Disabilities Student Group category, 9 students scored at the High level as 8.8 percent of students out of a total of 102 students were suspended at least one day during the 2021-22 school year. This scoring is based on state criteria.

3. Race/Ethnicity
The Suspension Rate Indicator in the Race/Ethnicity category demonstrates the following

- Students in the Asian Student Group scored at the Medium level as 6.3 percent of students out of a total of 64 students were suspended at least one day during the 2021-22 school year. This scoring is based on state criteria.
- Students in the Hispanic Student Group scored at the Medium level as 2.8 percent of students out of a total of 108 students were suspended at least one day during the 2021-22 school year. This scoring is based on state criteria.
- Students in the Two or More Races Student Group scored at the Medium level as 2.8 percent of students out of a total of 36 students were suspended at least one day during the 2021-22 school year. This scoring is based on state criteria.

- Students in the White Student Group scored at the Medium level as 3.4 percent of students out of a total of 524 students were suspended at least one day during the 2021-22 school year. This scoring is based on state criteria.

*There were other student groups that did not receive a performance level score due to having less than the state minimum number of students enrolled based on state criteria.

Marina Village has a goal to bring this suspension rate down to pre-pandemic levels.

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 and Accelerated Reader proficiency measurements were used to form this goal.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SBAC Results	In the spring of 2022, 73.3% of Marina Village students met or exceeded standards on the language portion of the CAASPP test. This is an increase of 3% from the last reported result in the 2020-2021 school year.*** In the spring of 2022, 60% of Marina Village students met or exceeded standards on the math portion of the CAASPP test. This is an increase of 2% from the last reported result in the 2020-2021 school year*** ***In the spring of 2022, Marina Village took the CAASPP test provided by the state of California. This test was a shortened version of the state test which is similar to the shortened test during the previous year. As a result, the state did not provide any claim data but just an overall score.	We have a goal to increase our school-wide performance by 2% in language arts and 4% in math for the 2022-2023 school year.
Accelerated Reader (AR STAR Reading Inventory)	In the fall of 2022, RUSD changed its reading programs from Reading Counts to Accelerated Reader. As such, the data points have changed	We have a goal to improve our percentage of students performing at or above benchmark by 2% by the end of the school year.

Metric/Indicator	Baseline	Expected Outcome
	and are not directly comparable. The start of the year baseline for AR is as follows: At or Above Benchmark - 75.3% On Watch - 13.2% Intervention - 8.5% Urgent Intervention - 3% Based on this data compared to the previous data, Marina Village students stayed at similar ratios compared to the prior testing done with Reading Counts. Of the 20 students who make up the urgent intervention area, all but four are in special education and receiving special academic services. (Goal met - the prior year's goal was to maintain reading proficiency levels)	

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 adopted instructional science materials: STEM Scopes (7th & 8th) and Amplify (6th).

Students to be Served by this Strategy/Activity

All Students

Timeline

8/1/2022-6/1/2023

Person(s) Responsible

Principal, Assistant Principal, Departmental & Grade Level Teacher Teams, and District office

Proposed Expenditures for this Strategy/Activity

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. Last year, student answered more than 439,000 math problems in IXL as part of their math practice. $5,330
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 materials, and an increase in reading Lexile scores has been seen as grade level cohorts progress through Marina. We anticipate a similar trend will be shown as we receive more data from our new reading program, Accelerated Reader. The baseline established in the fall of 2022 by our new reading program is as follows: 6th grade is 77% proficient or advanced, 7th grade is 78% proficient or advanced, and 8th grade is 71% proficient or advanced. $10,750
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 $2,500

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 assessments will be used to identify students in need of academic intervention such as the Interim Assessment Blocks (IAB and FIAB), Accelerated Reader Star Tests for Lexile measurement, IXL diagnostics for math performan and Benchmark Assessments. When a need is realized, support 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 engage students further 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 are 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

8/1/2022-6/1/2023

Person(s) Responsible

Principal, Assistant Principal, Library Technician,Department & Grade Level Teams.

Proposed Expenditures for this Strategy/Activity

Amount	15,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplies: Purchase of materials office and classroom supplies. Amazon, Staples, Quill
Amount	5,500
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Copier maintenance and copy costs
Amount	3,200
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	None Specified
Description	Planners: Purchase student planners for all students.
Amount	7,200
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	None Specified
Description	Funding for additional classroom supplies. $200 per teacher
Amount	12,000
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	None Specified
Description	The PTC fundraised to provide an upgrade to our non-fiction and reference sections of the library.

Amount	7060.89
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	None Specified
Description	The PTC fundraised and is providing the following items for teachers: New 7th grade microscopes ($2,500), a model of a human skeleton ($150), language magazines subscription for Spanish ($618.60), 8th grade novel "Long Walk" ($848.34), additional 8th grade science funding ($2,000), 7th grade novels "Outsiders" ($508.95), math calculators for 7th grade ($435).

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 which allows students to receive help with homework from teachers and staff after school twice a week. Marina also provides three study skills classes for students as a tier two intervention in place of an elective to provide academic support for students.

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. Also, study skills classes have been added to the master schedule at each grade level to assist students who are struggling in the classes. Co-teaching classes are available in the 7th and 8th grades where an education specialist works and teaches in the class alongside the teacher of record. 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 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

8/1/2022-6/1/2023

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	5,040
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	These funds are allocated for our stipend positions that provide co-curricular and extracurricular groups: Music Director Yearbook Coordinator SST Coordinator
Amount	750
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Art supplies for our art classes
Amount	5,800
Source	Donations
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

8/1/2022-6/1/2023

Person(s) Responsible

Principal, Assistant Principal, District Office Personnel

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Title II Part A: Improving Teacher Quality
Budget Reference	4000-4999: Books And Supplies
Description	Collaboration Materials
Source	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conference and professional development for classified staff.

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

8/1/2022-6/1/2023

Person(s) Responsible

Principal, Assistant Principal, District Office Personnel

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	None Specified
Description	Marina Village continues provide and 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 email and text messages to our 1,560 parents and guardians contacts. The Marina Village Instagram account has approximately 525 followers and 670 posts as of September 1, 2022. 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.
Source	District Funded
Budget Reference	None Specified
Description	Using the Jupiter Grades system, staff will identify positive behavior by students and will be sending messages to students and parents of those students. The goals is to promote the positive actions of our students and to celebrate those students.

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
21/22 California Healthy Kid Survey	The survey indicated that 67% of students surveyed feel safe at school most or all of the time. 24% of students neither agreed nor disagreed that they feel safe at school. (declined 10% points from 20-21). 34% of 7th-grade students report experiencing bullying in the past 12 months. (risen 12% points from 20-21). (Goal not met) 64% of 7th-grade students surveyed feel well connected with Marina Village Middle School. Over 22% of students neither agreed nor disagreed that they feel connected to the school. 56% of 7th-grade students reported a high level of caring and support by staff members towards students.	Marina Village has the goal to improve the percentage of students feeling safe or very safe to over 70%. Marina Village has the goal to decrease the percentage of students who report experiencing bullying in the past 12 months to 25%. Marina Village has the goal to improve the percentage of students feeling connected to the school to over 70%. Marina Village has the goal to improve the percentage of students who report a high level of caring and support by staff members towards students to over 60%.
Social Emotional Inventory	8.2% of students showed a social-emotional need that needed to be addressed directly by the school counselor in the 2021-2022 school year. This is an increase of 1.3% than	Marina Village will continue to provide counseling services and supports in person. It is expected that the social-emotional training of staff, counseling programs, a full return to normalcy

Metric/Indicator	Baseline	Expected Outcome
	was shown in the 2020-2021 school year. This increase was, in part, due to an increase in counseling support where more referred students were able to be screened for a social-emotional need. This increase was anticipated as students continued to grapple with the effects of COVID.	(no masks or required COVID testing), and the positive connection efforts of students to the school will help support students. However, it is expected that it will be some time before levels of need drop to the pre-COVID-19 levels.
21/22 California Parent Survey	The survey indicated that 97% of parents surveyed agree/strongly agree that Marina Village is a safe place for their children. 82% of all parents surveyed agree/strongly agree that Marina Village encourages them to be active partners in educating their children. 6% of parents stated that they did not know. 92% of all parents surveyed agree/strongly agree that Marina Village has adults who really care about students. 5% of parents stated that they did not know.	Marina Village has the goal to maintain the percentage of parents that agree or strongly agree that Marina is a safe place for their children.
21/22 Suspension Data	The 2021-2022 suspension rate was 3.8% of unduplicated students suspended during the school year.	Marina Village has the goal to improve the percentage of unduplicated students who were suspended to 3% or lower in the 2022-23 school year.
21/22 Absentee Rate	The 2021-2022 absentee rate was 16.4% of unduplicated students absent more than 10% of the school year.	Marina Village has the goal to improve the percentage of unduplicated students who are chronically absent to below 10% in the 2022-23 school year.

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 7 and 8 will receive sexual health education as prescribed by law. All staff will be appropriately trained in Child Abuse Mandated Reporter requirements, Sexual Harassment Prevention, Pest Control, COVID Safety Protocols, 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 continue to update safety manuals and procedures as new information and strategies for student safety become available.

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	One Additional Hour of Secretarial Support
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Crossing Guards $8,500
Source	District Funded
Budget Reference	6000-6999: Capital Outlay
Description	Radios for the classrooms

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, information about bullying legislation, and how students can respond when they see bullying or if they are bullied themselves. Parents will be provided a video presentation along with a question and answer session about how to protect students online and with social media. 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 with explicit directions about behavior expectations and rewards for those behaviors.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/1/2022-6/1/2023

Person(s) Responsible

Principal, Assistant Principal, Counselor, Staff

Proposed Expenditures for this Strategy/Activity

Amount	11,700
Source	LCFF
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 Student Council Advisor WEB Advisor Garden Coordinator PC Pals Coordinator After School Club Advisors
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	Accelerated Reader - Million Word Prizes
Amount	2,150
Source	Donations

Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Screenagers Parent Night. Some of this cost will be shared by schools around the district who made these nights available to their parents.
Amount	750
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	This is a PBIS reward lunch for students. This is also an opportunity to ask students what changes they see as important for the school and how students are feeling on campus.
Amount	1,500
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	4000-4999: Books And Supplies
Description	100 Merit Reward Activities - food and activities
Amount	1,100
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Battle of the Books is a multi-school competition where students read novels and compete by answering questions about their knowledge of the books. This expense is the cost of the books.

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

8/1/2022-6/1/2023

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.
Source	Title II Part A: Improving Teacher Quality
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Various Teacher Training in PBIS, School Counseling, MDTP (Math), Co-Teaching, Love and Logic, UDL, 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
Garden Usage - how many students are using the garden on a weekly basis and how many lessons are taught on a monthly basis.	Now that the garden is accessible to students during lunches, infrastructure improvements and lesson plans will be developed to increase usage and engagement in the garden.	We will be able to establish a baseline of student usage and lessons presented using our garden coordinator and garden area.

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

Amount	200
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Secretarial training in the Aeries student database system

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.

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	1,200
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Garden club supplies. The garden will also be supplemented by the PTC.
Amount	2,200
Source	Donations
Budget Reference	6000-6999: Capital Outlay
Description	Commitment to hydroponics systems and instruction.
Source	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures

Description	An additional allocation of utility technician time has been provided to Marina Village for the improvement and maintenance of the landscaped areas.

Annual Review and Update

SPSA Year Reviewed: 2021-22

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	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.	In the spring of 2022, 73.3% of Marina Village students met or exceeded standards on the language portion of the CAASPP test. This is an increase of 3% from the last reported result in the 2021-2022 school year.*** In the spring of 2022, 60% of Marina Village students met or exceeded standards on the math portion of the CAASPP test. This is an increase of 2% from the last reported result in the 2021-2022 school year*** ***In the spring of 2022, Marina Village took the CAASPP test provided by the state of California. This test was a shortened version of the state test which is similar to the shortened test during the previous year. As a result, the state did not provide any claim data but just an overall score.
SRI (Student Reading Inventory)	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.	In the fall of 2022, RUSD changed its reading programs from Reading Counts to Accelerated Reader. As such, the data points have changed and are not directly comparable. The start of the year baseline for AR is as follows: At or Above Benchmark - 75.3% On Watch - 13.2% Intervention - 8.5% Urgent Intervention - 3% Based on this data compared to the previous data, Marina Village students stayed at similar ratios compared to the prior testing done with Reading Counts. Of the 20 students who make up the urgent intervention area, all but four are in

Metric/Indicator	Expected Outcomes	Actual Outcomes
		special education and receiving special academic services. (Goal met - the prior year's goal was to maintain reading proficiency levels)

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. 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	1.) Alignment of Instruction and Content Standards Marina Village did use district-adopted and standards-aligned curriculum for all core subject areas. Sadlier books and IXL were purchased to supplement the curriculum. Step Up to Writing and CER strategies were used in language arts classes and science classes designed their instruction around NGSS. Virtual reality goggles were purchased and were found to be wanting in many areas. Marina Village is working with technology to return that hardware.	IXL - This is a math program that provides students with 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 special education classes. 5000-5999: Services And Other Operating Expenditures District Funded 5,330	Purchased IXL site wide. 5000-5999: Services And Other Operating Expenditures District Funded 5,330
		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	Purchased grade 6-8 Sadlier Vocabulary workbooks. 4000-4999: Books And Supplies District Funded 10,750.49

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.		82% advanced or proficient. 4000-4999: Books And Supplies District Funded 10,750	
		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 5000-5999: Services And Other Operating Expenditures District Funded 2,482.60
		32 VR Goggle for our technology classes that may also be used for other subjects on occasion to enrich instruction. 6000-6999: Capital Outlay District Funded 16,168.72	32 VR Goggle for our technology classes that may also be used for other subjects on occasion to enrich instruction. 6000-6999: Capital Outlay District Funded 16,168.72
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 assessments 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, support will be provided using materials shown to be effective in addressing academic deficits. In	2.) Improvement of Instructional Strategies and Materials • The tools described were implemented. Teachers implemented UDL strategies and students were formatively assessed using Reading Counts to provide a Lexile measure, the IAB and FIAB tests that are part of state testing tools, and staff referred students for additional support based on performance. • Enrichment opportunities were provided through after-school clubs	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 4000-4999: Books And Supplies LCFF 16,635
		Copier maintenance and copy costs 5000-5999: Services And Other Operating Expenditures District Funded 5,500	Copier maintenance and copy costs 5000-5999: Services And Other Operating Expenditures District Funded 5,290
		Science Lab Supplies 4000-4999: Books And Supplies LCFF 1,200	Science Lab Supplies 4000-4999: Books And Supplies LCFF 1,200
		Library: Provide purchase of additional books for the library. 4000-4999: Books And Supplies LCFF 750	Library books were purchased 4000-4999: Books And Supplies LCFF 750
		Planners: Purchase student planners for all students. 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2,398	Planners were purchased for students 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2,399

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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 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	and PTC-sponsored classes. Additional funding was provided to science for lab materials. Funding for library books and activities was also provided to encourage students to participate in the library. In addition, the PTC raised funding to provide additional reference books for the library. One-to-one computer access in all classrooms continues to be available and ensuring computer access in the library was also a goal throughout the year. • Student planners were purchased and utilized throughout the school and staff was evaluated to help improve instruction performance. Techniques and tools discussed during collaboration time were included in the		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
evaluation procedures to provide teacher feedback will also improve instructional performance.	evaluation conversations.		
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.	3.) Extended Learning Time, Opportunities, and Support Services • Co-teaching was provided to allow for greater mainstreaming of special education students. • An after-school homework club staffed by educators was provided twice weekly to students and an onsite intervention teacher was funded to provide additional support for students who struggled academically. • Our elective and athletic programs continued this year even while still facing COVID restrictions and the stipends provided funded those activities. • A variety of computer programs were utilized by teachers to enhance the	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 500 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) 1000-1999: Certificated Personnel Salaries District Funded 58,156 Art supplies for our art classes 4000-4999: Books And Supplies LCFF 500 Homework Club and Academic Intervention: After school intervention classes will be made available for students to get academic support. 1000-1999: Certificated Personnel Salaries LCFF 2,800 Ancient Artifacts presenters will continue to provide 4 historical presentations per school year to our sixth grade history classes. 5000-5999: Services And	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 265.18 Stipend Positions were paid and the full time intervention teacher position was filled. 1000-1999: Certificated Personnel Salaries District Funded 66,079 Art supplies for our art classes 4000-4999: Books And Supplies LCFF 500 Homework Club and Academic Intervention: After school intervention classes will be made available for students to get academic support. 1000-1999: Certificated Personnel Salaries LCFF 3,495 Ancient Artifacts presented 4 historical presentations per school year to our sixth grade history classes. 5000-5999: Services And Other Operating

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	curriculum in the classroom. Our 6th-grade students were able to receive the Ancient Artifact presentations.	Other Operating Expenditures Donations 7,000	Expenditures Donations 4,569

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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	4.) Staff Development and Professional Collaboration (Specific to Instruction) • During the first half of the year, staff members were provided collaboration time to prepare for the required independent study contracts. Staff members also collaborated each Wednesday during the second have of the year as a site where they received, reviewed, and collaborated about the book Teach Like a Champion. • There were not many opportunity for professional development but staff members utilized substitutes to observe each other and others around the district.	Teach Like a Champion Instructional Book 4000-4999: Books And Supplies Title II Part A: Improving Teacher Quality 1,120 Conference and professional development 5000-5999: Services And Other Operating Expenditures Title II Part A: Improving Teacher Quality 5,000	Teach Like a Champion Instructional Book 4000-4999: Books And Supplies Title II Part A: Improving Teacher Quality 1,120 Conference and professional development 5000-5999: Services And Other Operating Expenditures Title II Part A: Improving Teacher Quality 1,540

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.			
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	5.) Involvement of Staff, Parent, and Community • Parents were involved in our PTC and School Site Council. In addition, parents attended our ELAC meeting held here at Marina Village. Messages via a weekly bulletin,	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	Marina Village Communications District Funded 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	web page, and catapult connect messages were provided to parents. • Student academic progress was also provided to parents via progress reports in Aeries and Jupiter Grades, parent teacher conferences, and teacher notifications.	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. District Funded 0	

Analysis

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

The implementation of the strategies met the articulated goals. The CAASPP test results showed an increase in school-wide performance. Overall, students showed a 3% increase in language arts performance and a 2% increase in math performance. Marina has implemented a new reading program to measure student performance. While the two programs are not directly comparable, students maintained their reading performance levels from the previous year as shown below. Note that of the 20 students who make up the urgent intervention area, all but four are in special education and receiving special academic services. Those four students are receiving tier two intervention.

At or Above Benchmark - 75.3%
On Watch - 13.2%
Intervention - 8.5%
Urgent Intervention - 3%

The strategies of using various computer programs, our intervention teacher, elements of the master schedule, applying resources to intervention, and by providing the needed supplies allowed teachers to successfully teach our students. In addition, because there was no interruption in instruction, students were able to receive a full year of education.

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. The constraints put upon the school by the state in response to COVID-19 resulted in learning loss which was shown by the drop in CAASPP scores. Fortunately, students maintained their reading levels. By coming back to a full year of instruction in 2021-22, students' scores started to climb again. The strategies to help remediate the learning loss can be seen as successful we have seen scores begin to climb again. However, there is still much work to do to get students' math performance back to pre-pandemic levels.

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

There were some material differences between the Proposed Expenditures and Estimated Actual Expenditures in the 2022-2023 school year. However, the differences did not come from a change of plan but from a difference in cost. One difference was additional funding for COVID/Outdoor Education money provided by the district which can be seen in the Amazon/Staples/Quill Funding. In addition, a low estimate on the teacher salary for Julie Samrick was proposed but ended up being higher. The site also provided additional staffing support for the homework club to help students with academic support after school and the estimate was too high for the ancient artifact presentation. Finally, in the area of professional development, there were few conferences available so spending was focused on site-based professional development or staff members observing other teachers. The expenses were consequently lower as the funding was used primarily for substitutes and a book that was provided to staff with pedagogical strategies. Other than these examples, there were no material differences between the 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 with the exception of the new reading program Accelerated Reader. In addition, there is no longer funding for an onsite intervention teacher. We will be adjusting the master schedule to provide a study skills class at each grade level to help support students who are struggling academically as part of our tier 2 intervention. 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: 2021-22

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
20/21 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%.	65% of 7th-grade students perceive Marina Village as Very Safe or Safe. Note that 10% felt unsafe or very unsafe. (declined 12% points from 20-21.Goal not met) 34% of 7th-grade students report experiencing bullying in the past 12 months. (risen 12% points from 20-21). (Goal not met) 64% of 7th-grade students reported feeling connected to the school.
Social Emotional Inventory	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.	8.2% of students showed a social-emotional need that needed to be addressed directly by the school counselor in the 2021-2022 school year. This is an increase of 1.3% than was shown in the 2020-2021 school year. This increase was, in part, due to an increase in counseling support where more referred students were able to be screened for a social-emotional need. This increase was anticipated as students continued to grapple with the effects of COVID.

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.	1.) School Safety • During the school year, two hours of secretarial support was provided along with the crossing guards.	Two Additional Hours of Secretarial Support 2000-2999: Classified Personnel Salaries LCFF 7,090 Crossing Guards 2000-2999: Classified Personnel Salaries District Funded 8,500	Two Additional Hours of Secretarial Support 2000-2999: Classified Personnel Salaries LCFF 7,318 Crossing Guards 2000-2999: Classified Personnel Salaries District Funded 8,500

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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 buildings that opened in 2018.	• Staff and students were also trained and practiced our safety drill and teachers participated in our mandated training. In addition, facility inspections by the district Maintenance and Operations team along with the fire marshal were completed and the Site Safety team updated the Comprehensive Safety plan.		
2.) School Climate and Community Building Marina Village will work to ensure that all students	2.) School Climate and Community Building • Stipends were provided to	These funds are allocated for our stipend positions that provide clubs, sports, leadership groups, and culture and	The stipend positions were funded. 1000-1999: Certificated Personnel Salaries District Funded 10,100

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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	various club and student organizations and PBIS funding was used for supplies and rewards for students. Millions of word incentives were also provided along with the parent education nights and staff shirts were provided. • The PBIS team continued to meet and worked to provide incentives to students and our counseling department was actively supporting students. Last year, there was a counseling intern who also helped to support students. 100 merit activities were held and students participated in the CA Healthy Kids Survey. • Through the counselor, various anti-bullying and student connection programs were provided. The school also provided Point Break which is	climate activities: ASB Bookkeeper Athletic Director Climate Committee Honor Society Advisor Student Council Advisor WEB Advisor Garden Facilitator PC Pals Coordinator 1000-1999: Certificated Personnel Salaries District Funded 10,100 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. 4000-4999: Books And Supplies LCFF 500 Reading Counts - Million Word Prizes 4000-4999: Books And Supplies Donations 150 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 Donations 700 Staff shirts to help build school spirit among the staff 5000-5999: Services And Other Operating Expenditures Donations 1700	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. 4000-4999: Books And Supplies LCFF 500 Reading Counts - Million Word Prizes 4000-4999: Books And Supplies Donations 384 Parent nights to support Anxiety Reduction and Cyber Safety were held. 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 Donations 700 Staff shirts to help build school spirit among the staff were purchased 5000-5999: Services And Other Operating Expenditures Donations 1,700

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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 provide information about 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 with explicit directions about behavior expectations and rewards for those behaviors.	an empathy-building program.		Point Break 5000-5999: Services And Other Operating Expenditures Donations 2,250

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
3.) Staff Collaboration & Professional Development Marina Village will provide teachers and classified support staff with professional development to continually improve the 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.	3.) Staff Collaboration & Professional Development • Collaboration materials and substitutes were provided for staff to help support learning. The staff also participated in the CA School Staff Survey.	Most materials for collaboration and professional development will be provided digitally. These funds will provide for text and other materials to support the trainings. 4000-4999: Books And Supplies LCFF 150	Collaboration materials were used. 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	Providing substitutes for team collaboration. For example, co-teaching classes, discipline articulation etc. 1000-1999: Certificated Personnel Salaries LCFF 840

Analysis

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

As described above, 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 did not show an improvement in students feeling safer on campus or a reported reduction in bullying on the California Healthy Kids Survey. There is a disparity between the reported incidents of bullying on the survey and what has been reported to administration. It is noted that the CAHKS is one point in time during the beginning of the year that only surveys 7th-grade students. A less formal survey of students did not present the same level of concern. However, part of the response to the survey was an addition of the Point Break presentation

to help build empathy among students.100 6th grade and 100 8th grade students participated while every 7th grade student participated in the program. We hope to see an improvement in the students' responses to the CAHKS in the upcoming year as we continue to modify and improve our strategies to support students.

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

The one addition to the plan was the empathy building program "Point Break" was provided for students. Other than that, there were 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: 2021-22

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.	Now that the garden is accessible to students during lunches, infrastructure improvements and lesson plans will be developed to increase usage and engagement in the garden.
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 caused by in-school transmission will remain a low enough percentage to allow the school to remain open for the year.	There was a significant rise in COVID cases among student and staff during the 2021-22 school year but cases caused by in-school transmission remained undetectable as cases did not appear to be connected to in-school contact.

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),	1.) Staff Collaboration & Professional Development • Instructional staff, secretaries, and custodians were trained by their peers in their jobs during their onboarding time. Additional supports were provided on an as needed basis.	Funding for this activity is duplicated in the activities for goal 2.	Funding for this activity is duplicated in the activities for goal 2.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.			
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	2.) Facilities & Technology Infrastructure • Garden club typically receives donation funds for supplies and cleaning materials from our PTC. It was not as big of a fundraising year for that group so there were limited funds provided. The garden club had other donations to the school which were used for materials. • The site continued to utilize funds for the cleaning and sanitizing materials as related to COVID-19. While some of the requirements have been rolled back, the district continued to provide hand sanitizers, hypochlorous solution, air	Garden club supplies and materials. 4000-4999: Books And Supplies Donations 2,500 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 Expenditures District Funded	Garden club supplies and materials. 4000-4999: Books And Supplies Donations 1,000 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. continued to be utilized. 5000-5999: Services And Other Operating Expenditures District Funded

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	purifiers, and the upgraded HVAC filters.		

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 for this year did provide some improvements and students made improvements daily to the garden space. With the addition of some fencing made possible by a boy scout project, the garden is starting to take shape.

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

Except for the reduction in garden club spending, 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	102,188.89

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Donations	20,350.00
LCFF	51,180.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	30,158.89
Title II Part A: Improving Teacher Quality	500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	23,340.00
2000-2999: Classified Personnel Salaries	7,090.00
4000-4999: Books And Supplies	25,550.00
5000-5999: Services And Other Operating Expenditures	15,150.00
5800: Professional/Consulting Services And Operating Expenditures	200.00
6000-6999: Capital Outlay	2,200.00
None Specified	28,658.89

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Donations	5,800.00
4000-4999: Books And Supplies	Donations	3,200.00
5000-5999: Services And Other Operating Expenditures	Donations	9,150.00
6000-6999: Capital Outlay	Donations	2,200.00
1000-1999: Certificated Personnel Salaries	LCFF	17,540.00
2000-2999: Classified Personnel Salaries	LCFF	7,090.00
4000-4999: Books And Supplies	LCFF	20,350.00
5000-5999: Services And Other Operating Expenditures	LCFF	6,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	200.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	1,500.00
None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	28,658.89
4000-4999: Books And Supplies	Title II Part A: Improving Teacher Quality	500.00

School Site Council Membership

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

2 School Principal

2 Classroom Teachers

0 Other School Staff

3 Parent or Community Members

2 Secondary Students

Name of Members	Role
Levi Cambridge	Principal
Samantha Schlesinger	Principal
Shea Smith	Classroom Teacher
Kate Gezi	Classroom Teacher
Lisa Evans	Parent or Community Member
Chris Teshima	Parent or Community Member
Jessica Lange	Parent or Community Member
Ella Anderson	Secondary Student
Cooper Smith	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 11/14/22.

Attested:

Principal, Levi Cambridge on 11/14/22

SSC Chairperson, Shea Smith on 11/14/22

Addendum

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

Instructions: Linked Table of Contents

Educational Partner 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.

Educational Partner 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 Educational Partner 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: **2022-23**

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	November 2022
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, is an AVID school, with a focus on academic rigor, and creates an inclusive environment through connection and collaboration to prepare students for future success.

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 (Advancement Via Individual Determination) 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, 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, a mental health clinician, 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), positive behavior referrals, PUMA Pride Awards, and Student of the Month Awards. There are also opportunities for all students to participate in W.E.B. team (Where Everyone Belongs) to facilitate student leadership and to help to maintain a positive school climate, lunch time clubs, after school clubs, and our anti-marijuana club and intramurals.

Educational Partner 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 to all students at the beginning and 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, Accelerated Reading Data, 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. CAASPP data is also considered in the development of this plan; however, please note that this was a shortened version of the CAASPP assessment.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.41%	%	0.21%	2		1
African American	0.21%	1.0%	0.83%	1	6	4
Asian	1.03%	5.1%	1.46%	5	32	7
Filipino	1.45%	2.5%	1.25%	7	16	6
Hispanic/Latino	22.73%	20.1%	21.46%	110	127	103
Pacific Islander	0.62%	0.5%	0.63%	3	3	3
White	71.9%	67.2%	71.25%	348	424	342
Multiple/No Response	1.65%	3.7%	2.92%	8	23	14
			Total Enrollment	484	631	480

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 6	143	219	146
Grade 7	162	193	167
Grade 8	179	219	167
Total Enrollment	484	631	480

Conclusions based on this data:

1. Our attendance has remained steady throughout the past three years (minus 20-21 when the virtual academy attendance was included in our data system).
2. In fall of 2022, our enrollment increased by 53 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		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	28	36	34	5.8%	5.70%	7.1%
Fluent English Proficient (FEP)	21	42	20	4.3%	6.70%	4.2%
Reclassified Fluent English Proficient (RFEP)	10	8		26.3%	1.30%	

Conclusions based on this data:

1. We have seen a small increase in English Learners and due to COVID-19, we have not reclassified as many students as previous years.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	167	211	142	158	175	140	158	175	140	94.6	82.9	98.6
Grade 7	183	194	167	182	164	163	182	163	163	99.5	84.5	97.6
Grade 8	162	210	167	160	152	162	160	152	162	98.8	72.4	97.0
All Grades	512	615	476	500	491	465	500	490	465	97.7	79.8	97.7

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	2549.	2564.	2543.	23.42	26.86	21.43	40.51	39.43	35.71	21.52	22.29	24.29	14.56	11.43	18.57
Grade 7	2593.	2587.	2592.	23.63	27.61	31.29	53.85	36.81	41.72	11.54	22.09	13.50	10.99	13.50	13.50
Grade 8	2595.	2597.	2580.	22.50	25.66	18.52	48.75	36.18	40.12	15.63	29.61	24.07	13.13	8.55	17.28
All Grades	N/A	N/A	N/A	23.20	26.73	23.87	48.00	37.55	39.35	16.00	24.49	20.43	12.80	11.22	16.34

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	30.38	25.71	20.00	47.47	62.29	58.57	22.15	12.00	21.43
Grade 7	32.42	31.29	26.38	52.20	55.21	60.74	15.38	13.50	12.88
Grade 8	36.25	29.61	24.69	48.75	55.92	58.64	15.00	14.47	16.67
All Grades	33.00	28.78	23.87	49.60	57.96	59.35	17.40	13.27	16.77

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.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	32.28	34.29	19.42	52.53	53.71	56.12	15.19	12.00	24.46
Grade 7	48.35	33.95	44.17	44.51	50.62	44.79	7.14	15.43	11.04
Grade 8	34.38	28.95	22.84	51.88	54.61	58.02	13.75	16.45	19.14
All Grades	38.80	32.52	29.31	49.40	52.97	52.80	11.80	14.52	17.89

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	22.15	20.00	20.71	65.19	68.57	70.00	12.66	11.43	9.29
Grade 7	17.03	19.63	17.18	73.63	69.94	72.39	9.34	10.43	10.43
Grade 8	17.50	14.47	18.52	70.63	77.63	67.90	11.88	7.89	13.58
All Grades	18.80	18.16	18.71	70.00	71.84	70.11	11.20	10.00	11.18

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	27.85	29.14	22.86	51.90	62.86	65.00	20.25	8.00	12.14
Grade 7	40.66	30.67	28.83	48.35	62.58	59.51	10.99	6.75	11.66
Grade 8	30.00	27.63	30.86	55.63	61.18	58.02	14.38	11.18	11.11
All Grades	33.20	29.18	27.74	51.80	62.24	60.65	15.00	8.57	11.61

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.

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. Therefore, we are not able to accurately compare 2021 results to those of 2022.
2. Students scored the highest in the domain of- Writing: creating clear and purposeful writing- with 29.31% of students above 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	166	211	142	156	173	139	156	173	139	94	82.0	97.9
Grade 7	183	194	167	182	162	163	182	162	163	99.5	83.5	97.6
Grade 8	162	210	167	160	152	162	159	152	162	98.8	72.4	97.0
All Grades	511	615	476	498	487	464	497	487	464	97.5	79.2	97.5

* 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	2540.	2550.	2522.	25.64	25.43	17.99	24.36	27.75	24.46	29.49	27.17	30.94	20.51	19.65	26.62
Grade 7	2567.	2546.	2557.	28.57	20.37	24.54	24.18	25.31	28.83	29.67	25.93	28.22	17.58	28.40	18.40
Grade 8	2579.	2575.	2548.	24.53	29.61	17.28	25.16	19.08	17.90	25.16	24.34	32.10	25.16	26.97	32.72
All Grades	N/A	N/A	N/A	26.36	25.05	20.04	24.55	24.23	23.71	28.17	25.87	30.39	20.93	24.85	25.86

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.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	33.33	23.70	17.27	37.18	58.96	52.52	29.49	17.34	30.22
Grade 7	35.16	22.36	27.61	39.56	50.93	53.99	25.27	26.71	18.40
Grade 8	35.85	22.52	17.90	37.11	54.30	55.56	27.04	23.18	26.54
All Grades	34.81	22.89	21.12	38.03	54.85	54.09	27.16	22.27	24.78

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.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	23.72	23.12	12.95	47.44	57.80	56.83	28.85	19.08	30.22
Grade 7	30.22	20.37	19.63	48.90	60.49	63.19	20.88	19.14	17.18
Grade 8	25.79	26.97	15.43	47.80	50.66	56.17	26.42	22.37	28.40
All Grades	26.76	23.41	16.16	48.09	56.47	58.84	25.15	20.12	25.00

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.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	23.08	23.12	15.11	48.72	64.16	69.06	28.21	12.72	15.83
Grade 7	24.73	19.14	19.63	62.09	64.20	65.03	13.19	16.67	15.34
Grade 8	23.90	29.61	12.96	57.23	51.32	62.35	18.87	19.08	24.69
All Grades	23.94	23.82	15.95	56.34	60.16	65.30	19.72	16.02	18.75

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. Although we are unable to compare the same student groups from 2021 test to the 2022 test due to the Frontier students being lumped into our data, we do see an overall decrease of students meeting or exceeding standard of 5.53%.
2. All grades scored the highest in communicating reasoning and demonstrating ability to support mathematical conclusions with 81.25% of all 6th-8th graders at or near standard and of that 81.25%, 15.95% of students were above standard.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	1551.7	1534.7	1547.3	1566.8	1544.8	1546.5	1536.1	1524.4	1547.6	15	13	15
7	*	*	1557.1	*	*	1556.7	*	*	1557.0	9	8	11
8	*	1570.9	*	*	1571.6	*	*	1569.8	*	6	11	5
All Grades										30	32	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.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	33.33	15.38	33.33	40.00	38.46	53.33	20.00	38.46	13.33	6.67	7.69	0.00	15	13	15
7	*	*	27.27	*	*	45.45	*	*	18.18	*	*	9.09	*	*	11
8	*	36.36	*	*	36.36	*	*	27.27	*	*	0.00	*	*	11	*
All Grades	36.67	25.00	32.26	26.67	34.38	48.39	20.00	31.25	16.13	16.67	9.38	3.23	30	32	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.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	60.00	30.77	53.33	33.33	53.85	40.00	0.00	15.38	6.67	6.67	0.00	0.00	15	13	15
7	*	*	63.64	*	*	18.18	*	*	18.18	*	*	0.00	*	*	11
8	*	45.45	*	*	36.36	*	*	18.18	*	*	0.00	*	*	11	*
All Grades	50.00	37.50	54.84	26.67	40.63	35.48	10.00	18.75	9.68	13.33	3.13	0.00	30	32	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.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	13.33	7.69	13.33	13.33	7.69	33.33	53.33	61.54	40.00	20.00	23.08	13.33	15	13	15
7	*	*	18.18	*	*	27.27	*	*	45.45	*	*	9.09	*	*	11
8	*	18.18	*	*	36.36	*	*	45.45	*	*	0.00	*	*	11	*
All Grades	16.67	12.50	16.13	20.00	21.88	32.26	40.00	53.13	41.94	23.33	12.50	9.68	30	32	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.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	33.33	25.00	33.33	66.67	75.00	60.00	0.00	0.00	6.67	15	12	15
7	*	*	9.09	*	*	72.73	*	*	18.18	*	*	11
8	*	27.27	*	*	72.73	*	*	0.00	*	*	11	*
All Grades	30.00	25.81	25.81	53.33	67.74	64.52	16.67	6.45	9.68	30	31	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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	73.33	61.54	86.67	20.00	38.46	13.33	6.67	0.00	0.00	15	13	15
7	*	*	81.82	*	*	18.18	*	*	0.00	*	*	11
8	*	54.55	*	*	45.45	*	*	0.00	*	*	11	*
All Grades	63.33	56.25	80.65	23.33	40.63	19.35	13.33	3.13	0.00	30	32	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.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	13.33	18.18	6.67	40.00	18.18	60.00	46.67	63.64	33.33	15	11	15
7	*	*	27.27	*	*	27.27	*	*	45.45	*	*	11
8	*	36.36	*	*	27.27	*	*	36.36	*	*	11	*
All Grades	16.67	24.14	16.13	40.00	27.59	45.16	43.33	48.28	38.71	30	29	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.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	13.33	23.08	33.33	80.00	69.23	66.67	6.67	7.69	0.00	15	13	15
7	*	*	18.18	*	*	72.73	*	*	9.09	*	*	11
8	*	0.00	*	*	100.00	*	*	0.00	*	*	11	*
All Grades	16.67	12.50	22.58	76.67	81.25	74.19	6.67	6.25	3.23	30	32	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.

Conclusions based on this data:

1. Students showed overall progress in all domain areas with an overall increase in students meeting level 3 scores from 2020 to 2022 of 14.01% and 7.26% increase in students meeting level 4 scores from 2020-2022.
2. Students showed the most growth in the listening and speaking domains in regards to students meeting the well developed category comparing 2019, 2021, and 2022.
3. Although students have shown progress in all domain areas and levels, they progressed the least in the domains of reading and writing.

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:

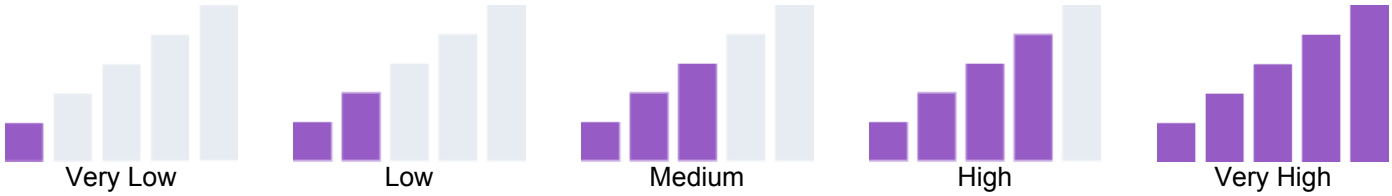
1. Please note, this data has not been updated since 2018-2019.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: High	Chronic Absenteeism: Very High	Suspension Rate: Medium
Mathematics: Medium		
English Learner Progress: Very High		

Conclusions based on this data:

1. Please note, this data is outdated and relates to 2019.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

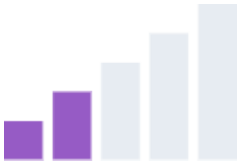
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
1	3	0	1	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
High	Low	
24.4 points above standard	39.0 points below standard	
451 Students	39 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
2 Students	23.0 points below standard	87.2 points below standard
	130 Students	84 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 2 Students	No Performance Level 1 Student	No Performance Level 6 Students	No Performance Level 6 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 9.9 points below standard 96 Students	No Performance Level 49.7 points above standard 13 Students	No Performance Level 3 Students	High 37.3 points above standard 324 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
75.6 points below standard 27 Students	43.3 points above standard 12 Students	30.0 points above standard 402 Students

Conclusions based on this data:

1. When exploring groups by performance level, English Learners, Hispanic Students, and Socioeconomically Disadvantaged Students (many of which fall into all three categories) scored in the bars considered low (2 bars). These subgroups will need to be an areas of focus for our goals and expenditures.
2. 324 students classified in the category of "White" were 37.3 points above standard and considered to be in the High Bar range or 4 Bars. When comparing this to our Hispanic Group, it is noted that there is a disparity in overall performance levels.
3. 84 Students who are considered Students with Disabilities scored 87.2 points below the standard and were considered in the Very Low Bar range or 1 bar.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

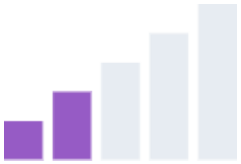
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
2	2	1	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Very Low	
21.8 points below standard	95.9 points below standard	
450 Students	39 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
2 Students	70.4 points below standard	146.6 points below standard
	130 Students	84 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 2 Students	No Performance Level 1 Student	No Performance Level 6 Students	No Performance Level 6 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 57.8 points below standard 96 Students	No Performance Level 17.4 points above standard 13 Students	No Performance Level 3 Students	Medium 10.4 points below standard 323 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
141.1 points below standard 27 Students	5.7 points above standard 12 Students	15.3 points below standard 401 Students

Conclusions based on this data:

1. Both English Learners and Students with Disabilities were considered in the Very Low Range with one bar (ELs 95.9 points below standard and St. w/ Disabilities 146.6 points below standard). These subgroups will be areas of focus in terms of interventions and master scheduling needs.
2. Both Socioeconomically Disadvantaged and Hispanic Students were considered in the Low Range with 2 bars (Hispanic 57.8 points below standard and Socio Disadvan. 70.4 points below standard).
3. White students or 323 total students were considered in the Medium Range with 3 bars and 10.4 points below standard.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Very High

76.7 making progress towards English language proficiency

Number of EL Students: 30 Students

Performance Level: 5

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.

2022 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
10.0%	13.3%	0.0%	76.7%

Conclusions based on this data:

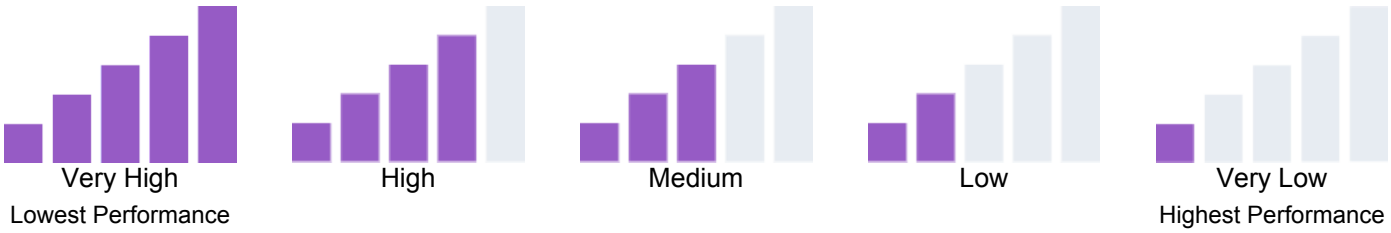
1. 76.7% of the total 30 tested English Learners progressed at least one level showing progress. Due to the high levels of progress, it can be concluded that the English Learner Class connected to assignment completion and support is having high rates of success for our EL students.
2. 13.3% remained the same level.
3. 10% decreased at least one level.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

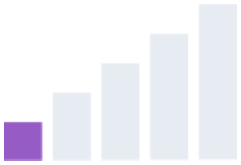
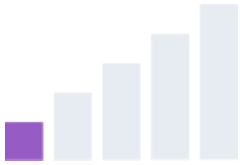
2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
5	0	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	
23.8% Chronically Absent	21.6% Chronically Absent	
496 Students	37 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
Less than 11 Students	31.5% Chronically Absent	31.9% Chronically Absent
3 Students	149 Students	94 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
4 Students	2 Students	7 Students	6 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very High	No Performance Level	No Performance Level	Very High
30.3% Chronically Absent	12.5% Chronically Absent	Less than 11 Students	23.5% Chronically Absent
109 Students	16 Students	3 Students	349 Students

Conclusions based on this data:

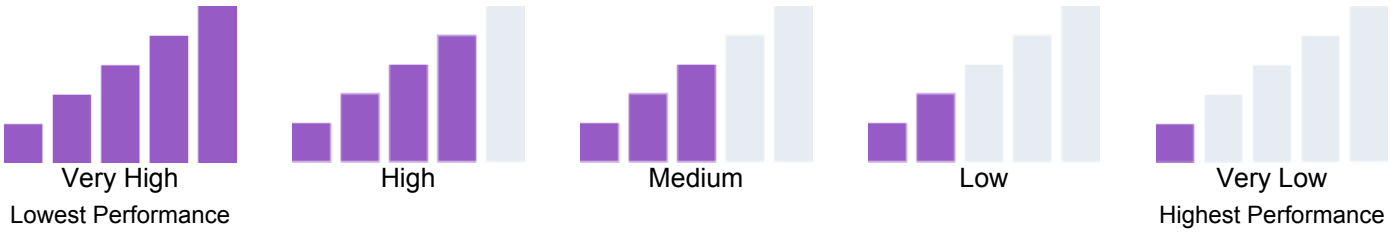
1. Continued focus on communicating with parents the importance of student attendance and the effect it has on student overall achievement.
2. 23.8% of our 496 students experienced chronic absenteeism. However, during the 2021-2022 school year, the school was still mandating 10 day quarantines and COVID rates were very high.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
1	2	2	0	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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	High	
5% suspended at least one day	8.1% suspended at least one day	
498 Students	37 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	High	Very High
Less than 11 Students	8.7% suspended at least one day	12.8% suspended at least one day
4 Students	150 Students	94 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
4 Students	2 Students	7 Students	6 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium	No Performance Level	No Performance Level	Medium
6.4% suspended at least one day	0% suspended at least one day	Less than 11 Students	4.6% suspended at least one day
109 Students	16 Students	3 Students	351 Students

Conclusions based on this data:

1. 12.8% of students with disabilities had at least one suspension. This is considered very high with one bar. 12.8% of 94 students. Work with our SPED directors, behaviorists, and PD surrounding alternative classroom management for SPED students will need to continue to be a focus.
2. 8.1% of 37 of our English Learners had at least one suspension which is considered high with two bars while 8.7% of our socioeconomically disadvantaged students out of 150 had at least one suspension considered high.
3. Hispanics with 6.4% out of 109 students and Whites with 4.6% out of 351 were considered medium with 3 bars.

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. Parents surveys, student surveys, staff surveys, and student listening circles were used to help create the instructional model. CASSPP, Reading counts (changing to Accelerated Reader) data, and grade checks were used to form the baseline for the below goals.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP ELA	Please note, the 18/19 school year was the last time students participated in a full CAASPP assessment. * During the 2020-2021 school year, students participated in a shortened version of the assessment and all Frontier Middle School students were included in Pleasant Groves data. *During the 2021-2022 school year, the data only consists of Pleasant Grove Students; however, the assessment was still shortened. Add data from 8-10 6th Grade - 71% Above or Met Standard in 17/18 to 60.76% in 18/19 2020-2021 66.29% 2021-2022 57.14% 7th Grade - 78% Above or Met Standard in 17/18 to 77.48% in 18/19 2020-2021 64.42% 2021-2022 73.01%	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, the assessments in the 2021 and 2022 testing years were shortened.

Metric/Indicator	Baseline	Expected Outcome
	8th Grade - 67% Above or Met Standard in 17/18 to 71.25 in 18/19 2020-2021 61.84% 2021-2022 58.64%	
CAASPP Math	Please note, the 18/19 school year was the last time students participated in a full CAASPP assessment. * During the 2020-2021 school year, students participated in a condensed version of the assessment and all Frontier Middle School students were included in Pleasant Groves data. *During the 2021-2022 school year, the data only consists of Pleasant Grove Students; however, the assessment was still condensed. 6th Grade - 57% Above or Met Standard in 17/18 to 49% in 18/19 2020-2021 53.18% 2021-2022 42.45% 7th Grade - 48% Above or Met Standard in 17/18 to 52.75% in 18/19 2020-2021 45.68% 2021-2022 53.37% 8th Grade - 51% Above or Met Standard in 17/18 to 49.69% in 18/19 2020-2021 48.69% 2021-2022 35.18%	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.
Accelerated Reader Reading Inventory	Please note, the baseline for our reading data has changed platforms. In previous years' data listed below, Accelerated Reader was used for data collection. However, in May 2022, we switched platforms to be Accelerated Reader: Reading Inventory. In Spring 2022, • 43% of 6th graders scored advanced (6% of RSP English Students)	Increase percentage of students performing "Advanced or Proficient" in reading as measured by SRI (Student Reading Inventory now changed to the Accelerated Reading/ Reading Inventory) Lexile Level by 7% at each grade level.

Metric/Indicator	Baseline	Expected Outcome
	• 20% of 6th graders scored proficient (0%of RSP English Students) • 25% of 6th graders scored basic (41% of RSP English Students) • 13% of 6th graders scored below basic (53% of RSP English Students) In Spring of 2022, • 41% of 7th graders scored advanced (0% of RSP English Students) • 26%% of 7th graders scored proficient (17% of RSP English Students) • 19% of 7th graders scored basic (28% of RSP English Students) • 15% of 7th graders scored 15% (56% of RSP English 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% • 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	

Metric/Indicator	Baseline	Expected Outcome
	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 Students) Roughly 23% with 1 D or F by 3rd Trimester 2021-2022 Trimester 1 Students 6th-8th with a 3.0 or higher GPA= 273 Trimester 3 Students 6th-8th with a 3.0 or higher GPA= 259 This is a decrease of 14 students from the beginning of the school year to the end of the school year with an average of 56% in trimester 1 down to 53% in trimester 3.	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. Please note, we will now compare students with a 3.0 or Higher GPA in Trimester 1 Grader Reporting Period to those with a 3.0 or Higher GPA in Trimester 2 Grade Reporting Period.

Metric/Indicator	Baseline	Expected Outcome
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. SAI 1 2022 Data Reading Intervention Data: 19 out of 43 students (36%) increased their Lexile score by 0-100 points. 13 out of 43 students (30%) increased their Lexile score by 100 points or more. 25 out of 43 students (58%) did not increase their Lexile scores. SAI English 6: 2 out of 11 students (18%) increased their Lexile score by 0-100 points. 1 out of 11 students (9%) increased their Lexile score by 100 points or more. 9 out of 11 students (81%) did not increase their Lexile scores. SAI English 7: 9 out of 17 students (52%) increased their Lexile score by 100 points or more. 8 out of 17 students (47%) did not increase their Lexile scores. SAI English 8: 8 out of 16 students (50%) have increased their Lexile score by 0-100 points. 3 out of 16 students (18%) have increased their Lexile score by 100 points or more. 8 out of 16 students (50%) have seen no increase in their Lexile score. 2021 Data SAI 1 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:	Increase student lexile levels by at least 50 points for all students using the program FLEX.

Metric/Indicator	Baseline	Expected Outcome
	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	
IXL Math	Please note that the skills mastered for December 2022 are listed below. However, we will now move to utilizing the schoolwide diagnostic scores. This is the first year these scores have been available school wide. This will become our new measuring assessment comparing beginning of the year to mid year and end of the year.. August 2022 • 149 students on or above grade level out of 423 (35%) December 2022 • 217 students on or above grade level out of 406 (53%) • ---------- December 2022 719,665 problems solved 35,711 skills proficient or mastered 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.	Increase students meeting or exceeding standard by 3% as measured on CAASPP Increase the number of students at or above grade level as measured by the diagnostic assessment by 40% from August 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, science, 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 and AVID strategies. Students will improve their writing skills, analysis, and collaboration skills by participating in an array of AVID strategies/activities designed to address all stages of the thinking process (WICOR- writing, inquiry, collaboration, organization, and rigor/reading).

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/22-5/26/23

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

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

7/1/22-5/26/23

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	2100
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Purchase awards and incentives for students to receive once they have taken and passed an AR Test and IXL. Purchase high interest books for the library.
Amount	3500
Source	General Fund
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 classes with aides, 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. Funds used from the educator effectiveness funds and AVID District Funds.

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	14000
Source	District Funded
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, Accelerated Reader, Brainpop- all online supported programs are used as supplemental tools and curriculums to support subgroup growth and achievement in ELA & Math.
Amount	3200
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 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 Million Words Read recognition program and the IXL 100 Skills Completed recognition program. 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

8/10/22-5/26/23

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	30000
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Fund a .4 FTE to support CORE Subject intervention classes for targeted qualifying students.
Amount	800
Source	General Fund
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/activities. Proposed expenditure represents funds that come from multiple budget references.
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	30000
Source	Donations
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Funds associated with Band 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.
Amount	37000
Source	None Specified
Budget Reference	None Specified
Description	Funds associated with Proposition 64 events and salaries. Due to the mixed expenditures of salaries ($30 per hour for program lead, counseling session stipend funds, and

	coordinator administration funds) combined with supplies, this is a non-specified source and budget reference.
Amount	1600
Source	None Specified
Budget Reference	4000-4999: Books And Supplies
Description	Physical Education Department needed equipment and supplies. Please note, these items are co-funded by PTO and site funds.
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. Each year, shorts and shirts are available for $10 and the money is then in turn used to purchase the uniforms for the following year.
Amount	8,300
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	None Specified
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. These activities are funded through the Proposition 64 Grant, PTO, Site Funds, and Site General Donations.

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. “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

8/10/22-5/26/23

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	1200
Source	Donations
Budget Reference	None Specified
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 for it, 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. Please note the majority of the expenditures in this area cover substitutes and/or materials needed for collaboration, PD, and/or DIG Collaboration project materials. Therefore, this is a mixed funded expenditure combining salaries, consulting, and/or materials.

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 pending sponsorship. Additionally, staff will attend bi-monthly staff meetings, have opportunities for input through surveys, and have the opportunity to be part of and/or attend the monthly Positive School Culture and Climate Meetings and AVID Site Team meetings.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/10/22-5/26/23

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	100
Source	District Funded
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, PTO, Calendar Committee, SST meetings, 504 meetings, IEP meetings, Open House, Back-to-School-Night, and Technology Committee, Music Boosters, PUMA Walk.
Amount	1000
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. Please note, $350 will come from PTO donations and the remaining funds will be contributed through district funds.
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/Accelerated Reading 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) Please note,for the 2022-2023 school year, we will also included data taken from the school created survey given to all students at the beginning of the year and the end of the school year. Specific Data to focus on- *Connected to school *Trusting adult *Utilizing academic resources	These percentages are based on students who participated in the survey. Safety • 67% of students reported feeling school was very safe or safe. Although we increased by 6% in this area, this goal was not met. Sample size of 153 surveyed 7th graders. (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) Connectedness • 69% of students reported feeling connected to school on the Fall 2021 Survey. Although we increased by 8%, this goal was not met. Sample size of 153 surveyed 7th graders.	For the 2022-2023 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
	(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) Caring Staff • 61% of students reported having a caring adult in school. Although we increased by 2% in this area, this goal was not met. (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.)	
California Healthy Kids Survey Parents	Please note that the LCAP Survey was previously used for data collection in this area. We are now switching to use the California Healthy Kids Survey and Parent Survey Data. The school as adults who really care about students. In Fall of 2021, 88% Agreed or Strongly Agreed The school is a safe place for my child In Fall of 2021, 86% of parents agreed or strongly agreed	For the 2022-2023 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 grade 7 will receive sexual health education meeting either district standards or state standards. Additionally, at risk youth will have the opportunity to participate in the Champion's Club as part of our Proposition 64 Grant. 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

8/10/22-5/26/23

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	450
Source	Other
Budget Reference	None Specified
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. Please not this is an none-specified category due to paying personnel as well as ordering supplies (4300 budget)

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 and part time metal health clinician (outside personnel) 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 select students 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

8/10/22-5/26/23

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	1000
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Expenditures related to materials and supplies for school connectedness opportunities: Where Everyone Belongs (WEB) supplies, Leadership Lunchtime activities, PUMA Pride Awards, 5th grade end-of-the-year "Welcome to 6th Grade" field trip to PG. Please note, this budget item is from PTO donations and Site General Donations
Amount	100
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 teacher in charge stipend has been removed from the budget. Additionally, we currently do not have a PC Pals lead at Intel; therefore, the stipend may not be used.
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	5000
Source	None Specified
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. Please note, this is listed as a none-specified funding source due to the combined use of site funds, donations, and PTO.

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

8/10/22-5/26/23

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	0
Source	None Specified
Budget Reference	None Specified
Description	Provide monthly trainings for lunch supervisors on being more effective with students and positive behavior modification strategies. No expenditures are anticipated to achieve this goal. These trainings occur during the school day.

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 2022-2023 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 2022-2023 Facility Inspection Tool.
Williams Act/Uniform Complaints	No Williams Act/Uniform Complaints were received during the 2022-2023 school year.	If received during the 2022-2023 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

8/10/2022-5/26/2023

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. These trainings occur during normal working hours and do not come at an additional cost to the site.

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.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/10/2022-5/26/2023

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Site Formula Funds

Budget Reference	4000-4999: Books And Supplies
Description	Garden Coordinator Stipend will be eliminated this year freeing the funds up to purchase new tables and supplies for the garden area.
Amount	3000
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	4000-4999: Books And Supplies
Description	Funds for Garden Project and campus beautification (Donations and PTO) Please note this is a combined budget between PTO and site general donations.

Annual Review and Update

SPSA Year Reviewed: 2021-22

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.	Due to COVID-19 and the assessment test length changing in 2022 testing year, there is not an apples to apples comparison on test scores. However, out of the 451 testing students, they scored High with 4 Bars and 24.4 points above standard which is exactly double what the state average was at 12.2 points above average.
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.	Due to COVID-19 and the assessment test length changing in 2022 testing year, there is not an apples to apples comparison on test scores. However, out of the 450 testing students, they scored Medium with 3 Bars and 21.8 points below standard compared to the states 51.7 points below standard.
SRI (Student Reading Inventory) Lexile	Increase percentage of students performing "Advanced or Proficient" in reading as measured by SRI (Student Reading Inventory) Lexile Level by 7% at each grade level.	Due to the change in data collecting systems, there is not an accurate measure for this school year compared to the 2021-2022 school year. Please see Goal measurement pages and expenditure pages for more specifics.
Student Grade GPA from Trimester 1 compared to Trimester 2 analyzing the same group of students collectively from the beginning of the year to the end of the year.	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.	Please note, to better be able to monitor this goal, the goal will now monitor 6th-8th graders achieving at a 3.0 or higher from Trimester 1 compared to Trimester 3 within one school year. This will provide the school with comparison data analyzing the same group of students from the beginning of the year compared to the end resulting in more accurate data. 2021-2022 Trimester 1 Students 6th-8th with a 3.0 or higher GPA= 273 Trimester 3 Students 6th-8th with a 3.0 or higher GPA= 259 This is a decrease of 14 students from the beginning of the school year

Metric/Indicator	Expected Outcomes	Actual Outcomes
		to the end of the school year with an average of 56% in trimester 1 down to 53% in trimester 3.
FLEX Literacy Data	Increase student lexile levels by at least 50 points for all students using the program FLEX.	Increase students meeting or exceeding standard by 3% as measured on CAASPP. When using the FLEX data and the goal to have all students increase at least 50 points, this goal was not met by 36% of the testing students. Increase the number of students at or above grade level as measured by the diagnostic assessment by 40% from August to May)
District Benchmark Assessments	Provide all students access to at least two benchmark assessments with formative data provided to students as a means of reinforcement of lessons and reteaching of lessons.	All students were provided at least two benchmark assessments helping to increase their knowledge and access of the CAASPP platform.
IXL Math	Increase students meeting or exceeding standard by 3% as measured on CAASPP 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.	Due to COVID 19 and the creation of the Frontier Academy which combine test score data from both middle schools, there is not an accurate measure of whether or not this goal has been met. However, 44.11% of students did meet or exceed standards in math for the 2022 CAASPP.

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 needed. Students will continue to participate in		Proposed expenditure represents curriculum and supplemental materials needed to support alignment of instruction with content standards that includes, but is not limited to: (Froguts, Flocabulary/vocabulary workshop, Typing Agent) 5000-5999: Services And Other Operating	5000-5999: Services And Other Operating Expenditures District Funded 4700

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.		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 0	0000: Unrestricted
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		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 Site Formula Funds 500 Purchase awards and tickets for students to receive once they have taken and passed a	4000-4999: Books And Supplies Site Formula Funds 100

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.		reading counts test. Purchase high interest books for the library. 4000-4999: Books And Supplies Donations 1150	
		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 3500
		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. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 30000	1000-1999: Certificated Personnel Salaries LCFF - Supplemental 30000
		Proposed expenditure represents teacher professional development/training for supplemental programs. Proposed expenditure represents professional development for various	5000-5999: Services And Other Operating Expenditures District Funded 18000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		programs. *$5,000 from Title 2 and $2,000 from AVID Donation Rollover. 5000-5999: Services And Other Operating Expenditures Title II Part A: Improving Teacher Quality 7000	
		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 4500
		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) None Specified LCFF - Supplemental 4679	5000-5999: Services And Other Operating Expenditures District Funded 4600
		Professional development and field trips promoting school wide AVID strategies and college field trips. 5800: Professional/Consulting Services And Operating Expenditures Site Formula Funds 500	0000: Unrestricted 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		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
		Funds reserved for technology to enhance learning: speakers, licenses for VR items, etc. Due to equipment and licenses, this is a none specified item. None Specified Donations 1000	None Specified Donations 250
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		Fund a .4 FTE to support math and English Language Arts intervention classes for targeted qualifying students. 1000-1999: Certificated Personnel Salaries Other 30000	1000-1999: Certificated Personnel Salaries District Funded 30000
		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	4000-4999: Books And Supplies None Specified 1200

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.		during the 2022-2023 school year, this will be funded through donations, site funds, and PTO. 4000-4999: Books And Supplies Donations 800	
		Jazz Band before and after school enrichment class for qualifying students 6th-8th grade after tryouts. 1000-1999: Certificated Personnel Salaries District Funded 7699	1000-1999: Certificated Personnel Salaries District Funded 7700
		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. 5800: Professional/Consulting Services And Operating Expenditures Donations 7000	5800: Professional/Consulting Services And Operating Expenditures Donations 35000
		Funds associated with enrichment elective classes, lunch clubs, and enrichment after school classes. 4000-4999: Books And Supplies Site Formula Funds 1,444	4000-4999: Books And Supplies Site Formula Funds 0
		Physical Education Department needed equipment and supplies. Please note, this use to be funded from site funds general budget. 4000-4999: Books And Supplies Donations 600	4000-4999: Books And Supplies Donations 600
		PE Clothes. Please note, this money will be utilized to purchase next year's items if needed.	4000-4999: Books And Supplies Donations 4800

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		4000-4999: Books And Supplies Donations 4,800	
		Funds allocated for general school supplies, postage, copy machine expenses, and copy machine contracts. 4000-4999: Books And Supplies Site Formula Funds 8,315	
		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. 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 10,000	4000-4999: Books And Supplies None Specified 0
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		Registration fees associated with professional development registrations/conferences. Please note, this is usually paid for out of site general funds; however, due to budget PD increases at the district level, this was paid for by the district. See items listed above for expenditures relating to AVID. 5800: Professional/Consulting Services And Operating Expenditures Donations 1200	None Specified 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.		Work with district curriculum specialists, SEL specialists, and seek outside resources offering professional learning opportunities to focus on instructional strategies to build knowledge and implementation of state standards, build on social emotional awareness (Goal 2, Strategy) and the supports needed, as well as differentiation, engagement, communication, critical thinking, and technology infusion. Additionally, professional collaboration time between staff members. Proposed expenditures represent substitutes, per diem, and associated salary benefits. 1000-1999: Certificated Personnel Salaries Site Formula Funds 300	1000-1999: Certificated Personnel Salaries Site Formula Funds 300
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		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	None Specified 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.		meetings, IEP meetings, Open House, Back-to-School-Night, and Technology Committee, Music Boosters, PUMA Walk. 2000-2999: Classified Personnel Salaries Donations 100	
		Purchase of materials to support communication with parents and community- Marquee maintenance. 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 250	4000-4999: Books And Supplies District Funded 3500
		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.

When considering the effects of COVID-19 and the state guidelines for quarantining students, our school still made great strides. At one point in the year, we had 80 students quarantined and/or being monitored. Regardless, our teachers provided quality academic work through google classroom to reach our quarantined students. Teachers attended online PD and in person PD to better their practice around Writing, Inquiry, Collaboration, Organization, and Reading/Rigor. Due to these PD, we were able to better reach the needs of our students through our AVID Binder system, lunch time tutorials, and in class strategies. Additionally, we worked alongside our district office to create an online school for those students still not prepared to return to in person learning. On average, our enrollment was around 485 students which was a 50 student increase from the previous year. Students participated in two online surveys in which an overwhelming majority of students reported feeling connected to school, able to access their teachers, and interested in school. Our teachers initially began work surrounding their DIG Projects (Deliberate, Inspiring, Going) professional growth projects. However, due to the pandemic and an overwhelming need to provide work for students to complete at home, teachers needed to postponed their professional growth projects. We were also able to bring back our promotion ceremony and end of the year activities which further boosted both academic and social emotional well being of our students.

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

When looking over the data from the year, and considering a pandemic was taking place, our students make great growth. Please reference the goal setting pages and CAASPP result pages for further details.

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

We had originally proposed to spend increased amounts on items targeting school connectedness (theater, clubs, etc...) However, due to the pandemic and quarantines, these times were unable to take place. Additionally, our DIG professional growth projects were postponed due to the pandemic.

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.

DIG projects will be reintroduced to staff creating a need for monies to be set aside for professional growth and materials. Additionally, field trips, lunch clubs, theater, and after school programs will be reintroduced since quarantine guidelines have been lifted.

Annual Review and Update

SPSA Year Reviewed: 2021-22

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 2021-2022 School Year, the goal is for the following: Students feeling safe will increase to an overall score of 80%= Actual data indicated only 67% of students in 7th grade reported feeling safe at school. Students feeling connected to Pleasant Grove will increase to an overall score of 80%= Actual data indicated only 69% of 7th grade students felt connected to school. Students feeling cared for by staff will increase to an overall score of 75%= Actual data indicated only 61% of 7th graders felt cared for by staff.	Although we did not meet these goals, we did increase in all categories as measured by the 153 7th graders who took the Healthy Kids Survey. Please see the Expected Outcomes box for the actual data collected and/or check the baseline data page.
LCAP Student & Parent Survey	For the 2021-2022 School Year, the goal is for the following: Increase all areas by 5%.	We had 88% of parents report they felt children had a caring adult for their children.

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 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	All students were able to participate in one week fo Red Ribbon Week to promote healthy choices and learn more about the effects of drugs. All 7th graders (minus those that opted out) participated in one week of comprehensive sexual education.	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	4000-4999: Books And Supplies None Specified 450

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	Teaching staff sat in 5 staff meetings with a safety focus. Yard duties attended monthly safety and team meetings to address any safety and community needs. Parking lot safety guidelines were emailed to parents four times throughout the school year.	Training, and Volunteer Training. Please note, most of these trainings can be held during work hours and outside of hours requiring extra pay. This is a combination of Proposition 64 Grant Funds and Site Donation Funds. 4000-4999: Books And Supplies Other 450	
School Climate & Community Building	Throughout the 2021-2022, all items specified in the planned services were able to be delivered	This is a combination of items associated with the Champions Club and our SRO, and the funds	0000: Unrestricted Other 92,500

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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. In 2022-2023 a mental health clinician will be on site 3 days per week. 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.	to students. However, the intramurals were introduced and initially took place with students, but they were quickly cancelled due to lack of organizing leadership. We were able to offer Operation School Bell to 25 students, sponsored 14 students fo coats/jackets, and had 35 students participate in MJs Christmas Sponsorship program. Our Champion's Club met weekly, attended two field trips, and organized one after school event.	are directly associated to the Proposition 64 Grant. None Specified Other 92,500	
		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 500
		Expenditures related to items needed for counseling sessions, de-escalation room, and de-escalation tools/items. 0000: Unrestricted Donations 200	0000: Unrestricted 0
		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	1000-1999: Certificated Personnel Salaries Site Formula Funds 26000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Select students will participate in community Operation School Bell Program. Select students will be recommended for Christmas Sponsoring, Operation Jackets, and the delivery of food obtained through MJs Project. 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. All students will participate in a similar survey to Healthy Kids Survey, and it will be delivered two times per year (beginning and end). 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. In 2022-2023, the club advisor will also develop lunch time intramurals open to all students in the school.		eliminated for the 2020-2021 school year due to budget cuts: SIP @ $715, teacher in Charge @ 357 for a total elimination of $2,978. 1000-1999: Certificated Personnel Salaries Site Formula Funds 26000	
		Stipends for Student Council Book Keeper, WEB Advisor, Cross Country, coaches 7th and 8th Boys Basketball and Wrestling coaches. 2000-2999: Classified Personnel Salaries Site Formula Funds 10500	2000-2999: Classified Personnel Salaries Site Formula Funds 10500
		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. 1000-1999: Certificated Personnel Salaries Site Formula Funds 1440	1000-1999: Certificated Personnel Salaries Site Formula Funds 0
Staff Collaboration & Professional Development Pleasant Grove Middle School will provide teachers and classified support staff with	All required staff needing CPR and first aid completed the courses. No more additional staff were trained in Restorative Circles.	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	0000: Unrestricted None Specified 0

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, 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.	Two teachers practiced daily mindfulness activities and reported very positive results across all classes. All staff participated in the PBIS monthly workshops on early release Wednesdays, provided survey feedback into majors and minors for a schoolwide discipline flow chart, and 11 staff members regularly attended the Positive School Culture and Climate Committee monthly meetings.	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. 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 anticipated to achieve this goal. None Specified None Specified 200	0000: Unrestricted None Specified 0

Analysis

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

Overall, throughout the year, we were able to restart all sports programs, dances, and lunch time tutorials. Unfortunately, due to the pandemic, we were unable to relaunch lunch clubs and after school clubs. We were able to replace all broken walkies for safety purposes and had three safety committee meetings and discussed safety elements in staff meetings.

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

Overall, both students and parents expressed great satisfaction for most events relaunching and students having ways to be connected to school again.

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

Although we proposed a budget for Wrestling, we were unable to participate in this sport due to COVID 19. Other than this, all proposed budget cuts did occur as expected and listed above.

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.

For the 2022-2023 school year, wresting will be re-launched, lunch clubs, after school clubs, and SIP coordinator. Additionally, there will be at least 10 safety related topics on staff meeting agendas throughout the year.

Annual Review and Update

SPSA Year Reviewed: 2021-22

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 2022-2023 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	Throughout the school year, staff submitted proposals for online PD trainings and submitted their requests to attend the AVID Summer Institute. Eight staff members attended the institute.
Facility Inspection Tool	Facilities will be in "Good Repair" or higher as measured by the Facility Inspection Tool.	Improvements to the school parking lot flow of traffic were reinforced with cones, traffic lane separators, updating paint as needed, and updating the traffic flow chart. Additionally, repairs were made to the roof leaks in the MPR; however, they roof has continued to leak. More repairs are needed.
Williams Act/Uniform Complaints	If received during the 2022-2023 school year, 100% of Williams Act/Uniform Complaints will be promptly addressed and necessary deficits will be corrected.	All students had access to all needed electronic and hard copy curriculum.

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	Professional growth opportunities were offered to all instructional support staff during early release Wednesdays. This came at a zero net cost to the school due to it being during regular working hours. The custodial staff participated in regular	Secretary Trainings 2000-2999: Classified Personnel Salaries District Funded 0	2000-2999: Classified Personnel Salaries None Specified 0
		Custodial Trainings and overtime as needed to keep campus disinfected and clean especially during the COVID 19 Pandemic. 2000-2999:	None Specified None Specified 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	meetings with office and district leadership.	Classified Personnel Salaries District Funded 1500	
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.	The garden coordinators removed all weeds from the garden areas and were able to have 2 lessons for the 7th grade science students centered around the garden and NGSS units. New bark was also ordered for two of the garden box areas. The theater production was cancelled due to the pandemic.	Garden Coordinator Stipend will be split between two teachers. 1000-1999: Certificated Personnel Salaries Site Formula Funds 2000 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	1000-1999: Certificated Personnel Salaries District Funded 2000 4000-4999: Books And Supplies Parent-Teacher Association (PTA) 400

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

Analysis

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

Overall, we were able to make great improvements to the flow of traffic and parking lot safety. Additionally, we were able to see that the current set up and flow of the garden was not productive and likely needs to be adjusted for the following school year.

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

Our custodial staff attended regular meetings with updates on COVID-19 safety cleaning updates. The garden was not highly utilized; therefore, staff ranked this as an area of needed improvement.

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

Parent teacher organization contributed zero funds to the theater production since it was unable to take place due to COVID-19

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

The garden stipend will not be utilized this year and instead those funds will be used to "redo" the garden space turning it into an outdoor learning space with benches, science equipment, and umbrellas. The theater production will be relaunched in the spring of 2022-2023.

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	369,634.00

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	56,499.00
Donations	46,400.00
General Fund	4,300.00
LCFF - Supplemental	47,000.00
None Specified	53,600.00
Other	92,943.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	4,000.00
Site Formula Funds	47,892.00
Special Education	10,000.00
Title II Part A: Improving Teacher Quality	7,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	100.00
1000-1999: Certificated Personnel Salaries	108,721.00
2000-2999: Classified Personnel Salaries	10,670.00
4000-4999: Books And Supplies	42,600.00
5000-5999: Services And Other Operating Expenditures	28,700.00
5800: Professional/Consulting Services And Operating Expenditures	30,500.00
None Specified	148,343.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	District Funded	37,699.00
2000-2999: Classified Personnel Salaries	District Funded	100.00
5000-5999: Services And Other Operating Expenditures	District Funded	4,700.00
None Specified	District Funded	14,000.00
0000: Unrestricted	Donations	100.00
4000-4999: Books And Supplies	Donations	11,900.00
5800: Professional/Consulting Services And Operating Expenditures	Donations	30,000.00
None Specified	Donations	4,400.00
4000-4999: Books And Supplies	General Fund	4,300.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	30,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	17,000.00
1000-1999: Certificated Personnel Salaries	None Specified	5,000.00
4000-4999: Books And Supplies	None Specified	11,600.00
None Specified	None Specified	37,000.00
None Specified	Other	92,943.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	4,000.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	26,022.00
2000-2999: Classified Personnel Salaries	Site Formula Funds	10,570.00
4000-4999: Books And Supplies	Site Formula Funds	10,800.00
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

4 Secondary Students

Name of Members	Role
Vera Rue Morris	Principal
Nita Franks	Classroom Teacher
Natalie Hadden	Other School Staff
Brandon Kane	Classroom Teacher
Dustin Bailey/ Molly Griffin	Other School Staff
Clara Anzini	Secondary Student
Dan Anzini	Parent or Community Member
Logan Scowcroft	Secondary Student
Adisyn Merrill	Secondary Student
Tami Scowcroft	Parent or Community Member
Bryn Barton	Parent or Community Member
Eva Wood	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
	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 1.12.23
	SSC Chairperson, Nita Franks on 1.12.23

Addendum

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

Instructions: Linked Table of Contents

Educational Partner 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.

Educational Partner 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 Educational Partner 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: **2022-23**

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 2023
Schoolsite Council (SSC) Approval Date	January 9, 2023
Local Board Approval Date	March 7, 2023

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 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, 2% Asian, 1% Filipino, 1% African American, 13% Hispanic or Latino, and 83% White.

This year, Rescue Elementary is back to traditional activities and school procedures that were previously changed during the COVID pandemic. Rescue Elementary has brought back parent volunteers, in person school events, assemblies, sports and field trips without restrictions. We are proud to be thriving and continuing to offer a rich academic experience with a community based school plan that invites our families on campus.

Rescue Elementary has 21 general education classrooms in grades TK-5. We offer weekly physical education class for grades 1-5 and one Resource Specialist class for grades TK-5. We also have band classes for students in grades 4-5. With the support of the Rescue Elementary Parent Teach Council, we are able to offer monthly garden lessons and art instruction. 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 Accelerated Reader 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 approved science curriculum for 2022/2023. 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 K-5. Students receive art instruction learning about various historical artists and their techniques and get to apply them to various art projects.

All students at Rescue School receive a differentiated curriculum in the regular classroom. Appropriate learning experiences are provided during the school day, usually in the regular classroom. Enrichment activities, challenge groups, and intervention groups are designed to support students and meet their individual needs. Before and after school enrichment and tutoring are 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, counselor, behaviorist, librarian, and a speech and language specialist. Our nurse is available 5 days a week to meet the health needs of students including vision and health screenings. The district psychologist performs evaluations and also meets with students when 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 and 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 to bring all students to benchmark and challenge 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.C
Our students are offered many enrichment opportunities which are supported by fundraisers, school donations and our PTC. We offer competitive sports teams for Cross Country (3rd-5th), Volleyball (5th), and Basketball (4th-5th). Other enrichment activities are offered through the school year including, but not limited to art, music, yoga, STEM, games, garden, and dance programs. Students can participate in our Student Council (4th-5th) 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 full time counselor to offer individual counseling to students in need, facilitate social skills groups, and deliver classroom lessons, such as Building Friendships, Respect, College, and Career Readiness and Self-Esteem. Our school theme this year is "Onward." Despite 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.

Educational Partner 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 2022-2023 school yea,r 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		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.86%	0.9%	1.38%	4	3	7
African American	1.08%	0.9%	0.98%	5	3	5
Asian	1.08%	1.2%	0.98%	5	4	5
Filipino	0.22%	0.3%	0.79%	1	1	4
Hispanic/Latino	12.04%	11.6%	13.56%	56	40	69
Pacific Islander	0.65%	0.3%	%	3	1	
White	84.09%	84.6%	81.93%	391	292	417
Multiple/No Response	0%	0.3%	0.39%	0	1	2
			Total Enrollment	465	345	509

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	87	69	107
Grade 1	97	50	77
Grade 2	79	62	73
Grade3	63	55	90
Grade 4	73	52	88
Grade 5	66	57	74
Total Enrollment	465	345	509

Conclusions based on this data:

1. Student group percentages have increased as students returned from the distance learning program.
2. The two largest subgroups are White and Hispanic/Latino.
3. During 2021/2022 we saw many students return to Rescue Elementary from our distance learning program. As of Fall 2022, current enrollment is 496 students, this is down 4 students from our ending enrollment last year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	11	10	14	2.4%	2.90%	2.8%
Fluent English Proficient (FEP)	10	9	8	2.2%	2.60%	1.6%
Reclassified Fluent English Proficient (RFEP)	4	1	0	28.6%	0.30%	0

Conclusions based on this data:

1. For 2022/2023 Rescue Elementary currently has 10 EL students. This is an increase of 4 students over 2021/2022 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	75	58	85	72	58	84	72	58	84	96	100.0	98.8
Grade 4	67	57	85	67	55	84	67	55	84	100	96.5	98.8
Grade 5	71	59	71	70	59	69	70	59	69	98.6	100.0	97.2
All Grades	213	174	241	209	172	237	209	172	237	98.1	98.9	98.3

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2487.	2481.	2473.	54.17	50.00	42.86	25.00	24.14	30.95	15.28	13.79	16.67	5.56	12.07	9.52
Grade 4	2513.	2517.	2521.	46.27	43.64	35.71	22.39	27.27	39.29	17.91	21.82	20.24	13.43	7.27	4.76
Grade 5	2545.	2537.	2552.	37.14	33.90	36.23	40.00	30.51	37.68	10.00	18.64	18.84	12.86	16.95	7.25
All Grades	N/A	N/A	N/A	45.93	42.44	38.40	29.19	27.33	35.86	14.35	18.02	18.57	10.53	12.21	7.17

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	51.39	43.10	35.71	43.06	48.28	53.57	5.56	8.62	10.71
Grade 4	40.30	18.18	32.14	46.27	76.36	63.10	13.43	5.45	4.76
Grade 5	41.43	25.42	33.33	47.14	64.41	56.52	11.43	10.17	10.14
All Grades	44.50	29.07	33.76	45.45	62.79	57.81	10.05	8.14	8.44

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	34.72	29.31	20.24	54.17	62.07	66.67	11.11	8.62	13.10
Grade 4	32.84	22.22	28.57	56.72	74.07	65.48	10.45	3.70	5.95
Grade 5	42.86	30.51	33.33	50.00	47.46	59.42	7.14	22.03	7.25
All Grades	36.84	27.49	27.00	53.59	60.82	64.14	9.57	11.70	8.86

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	38.89	22.41	17.86	56.94	70.69	73.81	4.17	6.90	8.33
Grade 4	35.82	27.27	17.86	56.72	61.82	75.00	7.46	10.91	7.14
Grade 5	21.43	18.64	18.84	67.14	69.49	73.91	11.43	11.86	7.25
All Grades	32.06	22.67	18.14	60.29	67.44	74.26	7.66	9.88	7.59

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	43.06	37.93	35.71	50.00	51.72	59.52	6.94	10.34	4.76
Grade 4	37.31	40.00	21.43	46.27	54.55	72.62	16.42	5.45	5.95
Grade 5	38.57	27.12	15.94	47.14	62.71	75.36	14.29	10.17	8.70
All Grades	39.71	34.88	24.89	47.85	56.40	68.78	12.44	8.72	6.33

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 2022, Rescue students took a state-modified version of the CAASPP test. The CAASSP test results show that 74.26% of Rescue students met or exceeded standards on the English Language Arts portion of the CAASPP test. This is an increase of 4.49% from the last reported result in the 2020-2021 school year***

The current CAASPP scores represent a comparison on a shortened version of the traditional CAASPP test. Student data continues to be foundational as we return to a more traditional school setting.

Overall year over year performance:

Rescue Elementary exhibited a 13% increase overall in its ELA scores of students exceeding or meeting standard.

The 3rd grade students had 73% of their total population meet or exceed standard.
The 4th-grade students had 75% of their total population meet or exceed standard.
The 5th grade students had 74% of their total population meet or exceed standard.

2. In the spring of 2022, 237 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.

3. In the spring of 2022, 237 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 2020-2021.

Cohort Performance:

When compared to the prior year (2020-2021), the same group of students increased in their overall performance from their 3rd grade to their 4th grade year in ELA by 21% to reach 75% of students meeting or exceeding standards.
When compared to the prior year (2020-2021), the same group of students declined their overall performance from their 4th grade to their 5th grade year in ELA by 3% to reach 74% 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	74	58	85	72	58	84	72	58	84	97.3	100.0	98.8
Grade 4	67	57	85	67	55	84	67	55	84	100	96.5	98.8
Grade 5	71	59	71	70	59	69	70	59	69	98.6	100.0	97.2
All Grades	212	174	241	209	172	237	209	172	237	98.6	98.9	98.3

* 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2492.	2505.	2498.	48.61	60.34	48.81	31.94	18.97	32.14	9.72	12.07	13.10	9.72	8.62	5.95
Grade 4	2504.	2512.	2521.	25.37	32.73	32.14	37.31	34.55	36.90	31.34	21.82	23.81	5.97	10.91	7.14
Grade 5	2544.	2544.	2562.	30.00	32.20	46.38	21.43	32.20	20.29	41.43	15.25	21.74	7.14	20.34	11.59
All Grades	N/A	N/A	N/A	34.93	41.86	42.19	30.14	28.49	30.38	27.27	16.28	19.41	7.66	13.37	8.02

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.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	68.06	60.34	57.14	20.83	31.03	35.71	11.11	8.62	7.14
Grade 4	37.31	41.82	47.62	41.79	45.45	44.05	20.90	12.73	8.33
Grade 5	32.86	32.20	46.38	47.14	52.54	42.03	20.00	15.25	11.59
All Grades	46.41	44.77	50.63	36.36	43.02	40.51	17.22	12.21	8.86

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.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	50.00	60.34	52.38	40.28	29.31	44.05	9.72	10.34	3.57
Grade 4	31.34	43.64	32.14	53.73	45.45	57.14	14.93	10.91	10.71
Grade 5	30.00	27.12	36.23	57.14	57.63	55.07	12.86	15.25	8.70
All Grades	37.32	43.60	40.51	50.24	44.19	51.90	12.44	12.21	7.59

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	50.00	56.90	53.57	43.06	39.66	42.86	6.94	3.45	3.57
Grade 4	38.81	34.55	27.38	52.24	58.18	61.90	8.96	7.27	10.71
Grade 5	27.14	27.12	24.64	57.14	57.63	68.12	15.71	15.25	7.25
All Grades	38.76	39.53	35.86	50.72	51.74	56.96	10.53	8.72	7.17

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 2022, 73% of students met or exceeded standards on the Math portion of the CAASPP test. This is a increase of 2% from the last reported result in the 2020-2021 school year.

   In the spring of 2022, Rescue students took the state-modified version of the CAASPP test. The test was a shortened version of the state test which is
   similar to the shortened test during the 2020-2021 year. As a result, the state did not provide any claim data, but just an overall score.

   Overall year over year performance:

   Rescue Elementary exhibited a 2% increase 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 81% of students meeting or exceeding standards.
   The 4th-grade students had 69% of their total population meet or exceed standard.
   The 5th grade students had 667% of their total population meet or exceed standard.

2. In the spring of 2022, 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.

3. In the spring of 2022, 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 2020-2021

   Cohort Performance

When compared to the prior year (2020-2021), the same group of students declined in their overall performance from their 3rd grade to their 4th grade year in Math by 10% to reach 69% of students meeting or exceeding standards.
When compared to the prior year (2020-2021), the same group of students declined in their overall performance from their 4th grade to their 5th grade year in Math by 1% to reach 66% 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*		*	*		*	*		*	*		5
1	*	*	*	*	*	*	*	*	*	4	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*	0
4	*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	5	*
All Grades										15	12	9

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*		*	*		*	*		*	*		*	*		*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	33.33	8.33	*	33.33	50.00	*	33.33	25.00	*	0.00	16.67	*	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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
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	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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*		*	*		*	*		*	*		*	*		*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.00	8.33	*	20.00	33.33	*	46.67	8.33	*	13.33	50.00	*	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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*		*	*		*	*		*	*		*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	46.67	25.00	*	53.33	58.33	*	0.00	16.67	*	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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*		*	*		*	*		*	*		*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	66.67	27.27	*	26.67	63.64	*	6.67	9.09	*	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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*		*	*		*	*		*	*		*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.00	25.00	*	66.67	25.00	*	13.33	50.00	*	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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*		*	*		*	*		*	*		*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.33	0.00	*	80.00	75.00	*	6.67	25.00	*	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 2020/2021, there were 13 students classified as English Learners at Rescue Elementary School. For 2022/2023 Rescue Elementary has 10 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**
465	**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:

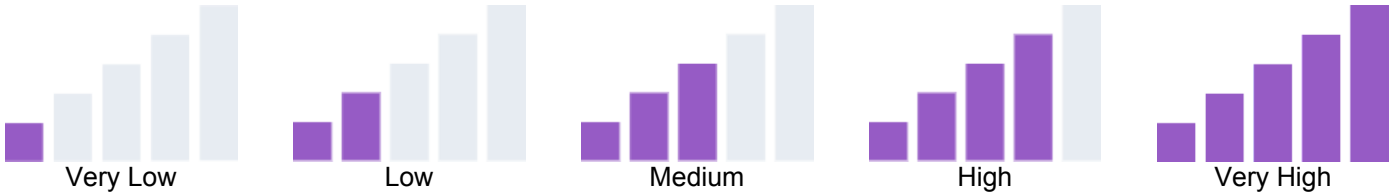
1. Due to COVID-19, and and information not being updated, the 2021/2022 demographics of Rescue Elementary is not accurate.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Very High	Chronic Absenteeism: Very High	Suspension Rate: Very Low
Mathematics: Very High		
English Learner Progress: No Performance Level		

Conclusions based on this data:

1. Under the Academic Performance Indicator, student performance data indicates that they performed in the very high level in English Language Arts and very high level in Mathematics for the 2021-22 school year.
2. Under the Academic Engagement Indicator, student performance data indicates that the Chronic Absenteeism level is very high based on state criteria for the 2021-22 school year. This level is considered an anomaly due to the

requirements of the Department of Public Health in relation to addressing student health during the COVID-19 Pandemic.

3. Under the Conditions & Climate Indicator, school performance data indicates that the Suspension Rate level is very low based on state criteria for the 2021-22 school year.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report

Very Low	Low	Medium	High	Very High
0	0	0	3	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	No Performance Level	No Performance Level
45.3 points above standard	10 Students	1 Student
235 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	High	No Performance Level
2 Students	25.3 points above standard	8.7 points below standard
	61 Students	27 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 2 Students	No Performance Level 2 Students	No Performance Level 2 Students	No Performance Level 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
High 41.8 points above standard 32 Students			High 43.1 points above standard 195 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
2 Students	8 Students	44.4 points above standard 224 Students

Conclusions based on this data:

1. The English Language Arts/Mathematics Performance Indicator demonstrates that in the All Students category, students scored at the very high level based on state criteria for the 2021-22 school year.

2. The English Language Arts/Mathematics Performance by Race/Ethnicity Indicator demonstrates that
students in the White Student Group scored in the high performance level which is 43.1 points above standard. This is based on the data for 194 students.
Students in the Socioeconomically Disadvantaged Group scored in the high performance level which is 25.3 points above standard. This is based on the data for 61 students. Students in the Hispanic Student Group scored in the high performance level which is 41.8 points above standard. This is based on the data for 32 students.

*There were other student groups that did not receive a performance level score
due to having less than the state minimum number of students enrolled based on state criteria.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	0	0	2	1

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	No Performance Level	No Performance Level
44.8 points above standard	10 Students	1 Student
234 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	High	No Performance Level
2 Students	15.5 points above standard	8.1 points below standard
	60 Students	27 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 2 Students	No Performance Level 2 Students	No Performance Level 2 Students	No Performance Level 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
High 19.1 points above standard 32 Students			Very High 47.5 points above standard 194 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
2 Students	8 Students	44.3 points above standard 223 Students

Conclusions based on this data:

1. The English Language Arts/Mathematics Performance Indicator demonstrates that in the All Students category, students scored at the very high level based on state criteria for the 2021-22 school year.

2. The English Language Arts/Mathematics Performance by Race/Ethnicity Indicator demonstrates that students in the White Student Group scored in the very high performance level which is 47.5 points above standard. This is based on the data for 195 students.
Students in the Socioeconomically Disadvantaged Group scored in the high performance level which is 15.5 points above standard. This is based on the data for 60 students. Students in the Hispanic Student Group scored in the high performance level which is 19.1 points above standard. This is based on the data for 32 students.

*There were other student groups that did not receive a performance level score
due to having less than the state minimum number of students enrolled based on state criteria.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Level

making progress towards English language proficiency

Number of EL Students: 3 Students

Performance Level: No Performance Level

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.

2022 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
0.0%	0.0%	0.0%	0.0%

Conclusions based on this data:

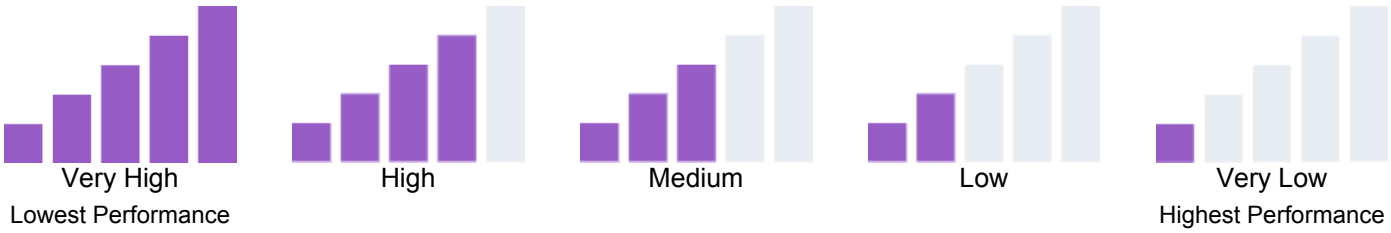
1. English Learner numbers have no performance data provided.
2. The RUSD English Language Coordinator is meeting with teachers to provide strategies and materials to support them in delivering integrated instruction to EL students within the classroom setting.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
4	0	0	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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	No Performance Level	No Performance Level
23.5% Chronically Absent	6.7% Chronically Absent	Less than 11 Students
527 Students	15 Students	2 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
Less than 11 Students	32.4% Chronically Absent	27.7% Chronically Absent
5 Students	142 Students	65 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
6 Students	7 Students	5 Students	4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Very High	No Performance Level	No Performance Level	Very High
23.3% Chronically Absent	Less than 11 Students	Less than 11 Students	22.6% Chronically Absent
73 Students	2 Students	1 Student	429 Students

Conclusions based on this data:

1. The Chronic Absenteeism Indicator demonstrates that in the All Students category, students scored at the very high level as 23.5 percent of students out of a total of 527 students were considered chronically absent based on state criteria for the 2021-22 school year. This data is considered an anomaly due to the requirements of the Department of Public Health in relation to addressing student health during the COVID-19 Pandemic.

2. Students in the Socioeconomically Disadvantaged Student Group scored at the very high level as 32.4 percent of students out of a total of 142 students were considered chronically absent based on state criteria for the 2021-22 school year. Students in the Students with Disabilities Group scored at the very high level as 27.7 percent of students out of a total of 65 students were considered chronically absent based on state criteria for the 2021-22 school year.

3. The Chronic Absenteeism Indicator in the Race/Ethnicity category demonstrates the following:
Students in the White Student Group scored at the very high level as 22.6 percent of students out of a total of 429 students were considered chronically absent based on state criteria for the 2021-22 school year. Students in the Hispanic Student Group scored at the very high level as 23.3 percent of students out of a total of 73 students were considered chronically absent based on state criteria for the 2021-22 school year.

   *As stated above, this data is considered an anomaly due to the requirements of the Department of Public Health in relation to addressing student health during the COVID-19 Pandemic.

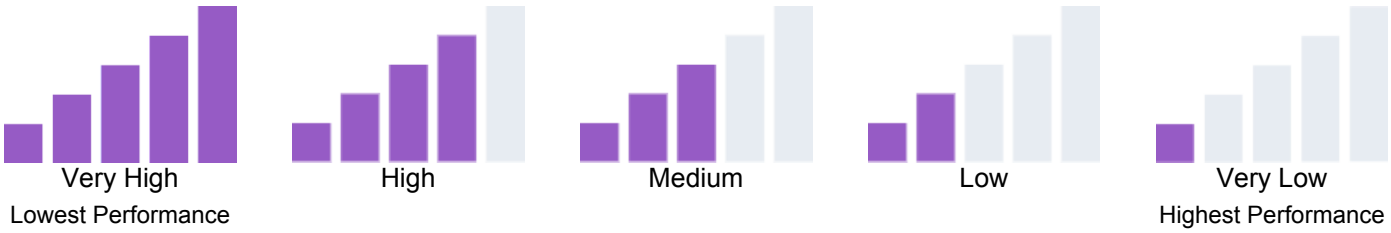
   **There were other student groups that did not receive a performance level score
due to having less than the state minimum number of students enrolled based on state criteria.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	0	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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	No Performance Level	No Performance Level
0.2% suspended at least one day	0% suspended at least one day	Less than 11 Students
529 Students	15 Students	2 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
Less than 11 Students	0.7% suspended at least one day	0% suspended at least one day
6 Students	144 Students	66 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
6 Students	8 Students	5 Students	4 Students

Hispanic	Two or More Races	Pacific Islander	White
Very Low	No Performance Level	No Performance Level	Very Low
0% suspended at least one day	Less than 11 Students	Less than 11 Students	0.2% suspended at least one day
74 Students	2 Students	1 Student	429 Students

Conclusions based on this data:

1. The Suspension Rate Indicator demonstrates that in the All Students category, students scored at the very low level as .2 percent of students out of a total of 529 students were suspended at least one day during the 2021-22 school year. This scoring is based on state criteria.

2. The Suspension Rate Indicator demonstrates that in the Student Group category, Socioeconomically Disadvantaged students scored at the low level as .7 percent of students out of a total of 144 students were suspended at least one day during the 2021-22 school year. This scoring is based on state criteria.

3. The Suspension Rate Indicator in the Race/Ethnicity category demonstrates the following:
Students in the White Student Group scored at the very low level as .2 percent of students out of a total of 429 students were suspended at
least one day during the 2021-22 school year. This scoring is based on state criteria.

*There were other student groups that did not receive a performance level score
due to having less than the state minimum number of students enrolled based on state criteria.

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 2022, 74% of Rescue Elementary students met or exceeded standards on the English Language Arts portion of the CAASPP test. This is a increase of 4% from the last reported result in the 2020-2021 school year*** In the spring of 2022, 72% of Rescue Elementary students met or exceeded standards on the math portion of the CAASPP test. This is a increase of 2% from the last reported result in the 2020-2021 school year*** ***In the spring of 2022, 237 students took the CAASPP test provided by the state of California. The test was a shortened version of the state test which is similar to the shortened test given in Spring 2021. As a result, the state did not provide any Claim data, but just an overall score. School-wide 2021 SBAC data revealed that 70% of students in grades 3-5 met or exceeded the ELA standards and 70% of students in	We have a goal to increase our school-wide performance by 2% in language arts and 2% in math for the 2022-2023 school year.

Metric/Indicator	Baseline	Expected Outcome
	grades 3-5 met or exceeded the math standards.	
District Benchmark Assessment Results	84% of Kindergarten students met the Segmenting sounds benchmark by the end of the school year. 57% of Kindergarten met the benchmark for Nonsense words for the end of the school year. In first grade, 90% of students scored at least 51/90 on the Basic Phonics Skills Test. 60% 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%.	By the end of the 2022-23 school year, 90% of Kindergarten students will meet the end of year benchmark for Segmenting sounds and 65% will meet the end of year benchmark for Nonsense Word Fluency. By the end of the 2022-23 school year, 92% of 1st grade students will meet the benchmark of at least 51/90 on the Basic Phonics skills test. By the end of the 2022-23 school year, 65% of students will meet the Dibels DORF benchmark for fluency accuracy. By the end of the 2022-23 school year, 73% of second graders will meet the fluency benchmark and 73% will meet the accuracy benchmark on the DORF. 60% 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 2022-23 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.
Accelerated Reader Star Reading Test 2022	In the fall of 2022, RUSD changed its reading program from Reading Counts to Accelerated Reader. As such, the data points have changed and are not directly comparable. The start of the year baseline for Accelerated Reader (Star Reading Test) is as follows: 1st Grade: 21 out of 87 students At or Above Benchmark - 67% On Watch - 10% Intervention - 10% Urgent Intervention - 13% 2nd Grade: 73 students At or Above Benchmark - 62% On Watch - 6% Intervention - 11% Urgent Intervention - 21% 3rd Grade: 73 out of 74 students	We have a goal to improve our percentage of students performing At or Above Benchmark by 5% by the end of the 2022-2023 school year.

Metric/Indicator	Baseline	Expected Outcome
	At or Above Benchmark - 73% On Watch - 10% Intervention - 5% Urgent Intervention - 12% 4th Grade: 89 out of 90 students At or Above Benchmark - 73% On Watch - 17% Intervention - 4% Urgent Intervention - 6% 5th Grade: 79 students At or Above Benchmark - 70% On Watch - 15% Intervention - 9% Urgent Intervention - 6%	

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 Amplify and Twig Science pilot material, Mystery Science or other NGSS aligned bridge programs.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2022-6/30/2023

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

7/1/2022-6/30/2023

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. 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 Accelerated Reader program as well as "I Love Reading Week" to promote literacy for all.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2022-6/30/2023

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	Accelerated Reader
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

7/1/2022-6/30/2023

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

7/1/2022-6/30/2023

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 2022-23 school year. The survey indicated that 71% of students surveyed feel safe at school most or all of the time. 72% of all students surveyed feel well connected with Rescue Elementary. 76% of students reported a high level of caring and support by staff members towards students. 69% of students reported that they receive social and emotional learning supports at school.	For the remainder 2022-23 School year, the goal is for the following: Students feeling safe will be increased to an overall score of 76%. Students feeling connected to Rescue Elementary will be increased to an overall score of 77%. Students feeling cared for by staff will be increased to an overall score of 81%. Students feeling they they receive social and emotional learning supports at school will be increased to an overall score of 74%.
LCAP Survey	The survey indicated that 98% of parents surveyed agree/strongly agree that Rescue Elementary is a safe place for their child. 97% of all parents surveyed agree/strongly agree that Rescue	Parents agree/strongly agree that their child's school is a safe place will increase by 2% Parents agree/strongly agree that school staff really care about students will increase by 2%

Metric/Indicator	Baseline	Expected Outcome
	Elementary has adults who really care about students.	
Aeries Discipline and Attendance Report	According to Aeries reports, Rescue Elementary's average suspension rate for the 2021-2022 school year was increased from .2% to .7%. Chronic Absenteeism for 2021-2022 increased from 16.5% to 23.5%.	Rescue Elementary's average suspension rate will continue to be below 1% for the 2022-23 school year. Average attendance rate will likely decrease due to less 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

7/1/2022-6/30/2023

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 five 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

7/1/2022-6/30/2023

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

7/1/2022-6/30/2023

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 2022-23 school year, Professional Development opportunities will be offered to classified staff in the areas of Social Emotional Learning, GLAD Training, 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 2021-22 Facility Inspection Tool.
Williams Act/Uniform Complaints	No Williams Act/Uniform Complaints were received during the 2021-2022 school year.	If received during the 2021-22 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	6000-6999: Capital Outlay
Description	MP roof resurfacing

Annual Review and Update

SPSA Year Reviewed: 2021-22

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	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.	In the spring of 2022, 74% of Rescue Elementary students met or exceeded standards on the English Language Arts portion of the CAASPP test. This is an increase of 4% from the last reported result in the 2020-2021 school year*** In the spring of 2022, 72% of Rescue Elementary students met or exceeded standards on the math portion of the CAASPP test. This is a increase of 2% from the last reported result in the 2020-2021 school year***
District Benchmark Assessment Results	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	84% of Kindergarten students met the Segmenting sounds benchmark by the end of the school year. This was a 6% decrease from the previous year. 57% of Kindergarten met the benchmark for Nonsense words for the end of the school year. This is a decrease of 18% from the projected goal. In first grade, 90% of students scored at least 51/90 on the Basic Phonics Skills Test. 60% of first grade students met the Dibels DORF benchmark for fluency accuracy. This is a decrease of 6% from the previous year. Benchmark standards were changed mid year to reflect the 2021/2022 data. On the DORF, 70% of second graders met the fluency benchmark and 70% met the accuracy benchmark. Both areas showed a decrease of 5%. 55% of second graders met the standard on the End of the Year Go Math assessment scoring at least 80% or better. This was an increase of 25%.

Metric/Indicator	Expected Outcomes	Actual Outcomes
	will meet the fluency benchmark on the DORF and 70% will meet the DORF accuracy benchmark.	In grades 3-5, the average percent meeting the DORF fluency benchmark score was 72%. This was a decrease of 3%. The average percent meeting the DORF accuracy benchmark was 66%. This was a decrease of 4%.
Student Reading Inventory (SRI) Lexile Scores	Now that we have the students full time in school, we will make 3% gains in each grade level for the 2021-2022 school year.	Though this baseline was established in the middle of a variety of challenges brought on by the COVID-19 pandemic, we have a goal to maintain our school-wide performance in reading Lexile for the 2021-22 school year In the fall of 2022, RUSD changed its reading program from Reading Counts to Accelerated Reader. As such, the data points have changed and are not directly comparable. The start of the year baseline for Accelerated Reader (Star Reading Test) is as follows: 1st Grade: 21 out of 87 students At or Above Benchmark - 67% On Watch - 10% Intervention - 10% Urgent Intervention - 13% 2nd Grade: 73 students At or Above Benchmark - 62% On Watch - 6% Intervention - 11% Urgent Intervention - 21% 3rd Grade: 73 out of 74 students At or Above Benchmark - 73% On Watch - 10% Intervention - 5% Urgent Intervention - 12% 4th Grade: 89 out of 90 students At or Above Benchmark - 73% On Watch - 17% Intervention - 4% Urgent Intervention - 6% 5th Grade: 79 students At or Above Benchmark - 70% On Watch - 15% Intervention - 9% Urgent Intervention - 6%

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 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.	Rescue Elementary School was able to use 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 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 improved their writing skills through this program. Teachers piloted some lessons from STEM Scopes, Mystery Science or other NGSS aligned bridge programs. Teachers chose to pilot Amplify Science and Twig science for the 2022/2023 school year.		
Improvement of instructional strategies and materials: Rescue Elementary School will utilize proven instructional methods, including but not limited to, Guided Language Acquisition Design	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	Trimester Assessment Days (Sub Costs) 1000-1999: Certificated Personnel Salaries District Funded 2444.17 Kindergarten Assessment Day 1000-1999: Certificated	Trimester Assesment Days (Sub Cost) 1000-1999: Certificated Personnel Salaries District Funded 3601.00 Kindergarten Assessment Day 1000-1999: Certificated

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
(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.	(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 assessments were 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.	Personnel Salaries Site Formula Funds 1600.22 Kindergarten Intervention Paraeducator 2000-2999: Classified Personnel Salaries LCFF - Supplemental 11956.28 Kindergarten Classroom Paraeducators 2000-2999: Classified Personnel Salaries LCFF - Supplemental 61830.93 Transitional Kindergarten Classroom Paraeducator 2000-2999: Classified Personnel Salaries LCFF - Supplemental 12798.46 Reading/Math Paraeducators 2000-2999: Classified Personnel Salaries Title I 46381	Personnel Salaries Site Formula Funds 1026.00 Kindergarten Intervention Paraeducator 2000-2999: Classified Personnel Salaries LCFF - Supplemental 11956.28 Kindergarten Classroom Paraeducators 2000-2999: Classified Personnel Salaries LCFF - Supplemental 61830.93 Transitional Kindergarten Paraeducator 2000-2999: Classified Personnel Salaries LCFF - Supplemental 2032.00 Reading/Math Paraeducators 2000-2999: Classified Personnel Salaries Title I 48107.55

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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	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, Khan Academy, and Freckle. 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 occurred and students had the option to learn to play a musical instrument and participate in an Art program. Students were able to participate in several extracurricular activities such as Nature Bowl and The El Dorado County Spelling Bee. Other extracurricular learning opportunities, such Oral Interpretation and the El Dorado County Map Contest, were suspended due to the pandemic. The band was able to put on a parent performance after school for the holidays. Spring time enrichment clubs after school were also available to students. Each class 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 Accelerated Reader program as well as "I	Reflex Math 4000-4999: Books And Supplies District Funded 3000 IXL Math Licenses 4000-4999: Books And Supplies District Funded 2250 Enrichment Club 1000-1999: Certificated Personnel Salaries Parent-Teacher Association (PTA) 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 Accelerated Reader 4000-4999: Books And Supplies District Funded 1,100 Library Collection Purchases 0000: Unrestricted Donations 4000 Art Program/Teacher None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 0	Relfex Math 4000-4999: Books And Supplies District Funded 0 IXL Math Licenses 4000-4999: Books And Supplies District Funded 0 Enrichment Club 1000-1999: Certificated Personnel Salaries Parent-Teacher Association (PTA) 2400.00 Spelling Bee 1000-1999: Certificated Personnel Salaries Site Formula Funds 514.50 Oral Interpretation 1000-1999: Certificated Personnel Salaries Site Formula Funds 0 Nature Bowl 1000-1999: Certificated Personnel Salaries Site Formula Funds 0 Accelerated Reader 4000-4999: Books And Supplies District Funded 1000.00 Library Collection Purchases 0000: Unrestricted Donations 5504.27 Art Program/Teacher None Specified Parent-Teacher Association (PTA) 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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 Accelerated Reader program as well as “I Love Reading Week” to promote literacy for all.	Love Reading Week” to promote literacy for all.		
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.	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” enabled professional collaboration among grade and ensured that staff had the time needed to engage in professional growth, conduct analysis of student performance, and develop instructional strategies to best meet students’ needs. GLAD training was not able to take place because sessions were not being held.	GLAD Refresher Training 5000-5999: Services And Other Operating Expenditures Title I GLAD Training Substitute Costs 1000-1999: Certificated Personnel Salaries Title I Instructional Assistant Meetings/Trainings 2000-2999: Classified Personnel Salaries Site Formula Funds 500 GLAD Training 5000-5999: Services And Other Operating Expenditures Title II Part A: Improving Teacher Quality	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 GLAD Training 5000-5999: Services And Other Operating Expenditures Title II Part A: Improving Teacher Quality 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	Rescue Elementary School involved staff, parents, students, and community members in school activities and planning sessions. Parents, students, and staff 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 to 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.		

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 who needed to be challenged and those who 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 showed growth in some areas and a decrease in others. Grades 3-5 SBAC scores improved across the board for all grades. The same group of students showed a decrease in benchmark assessments when compared to the previous years cohorts. Our students support strategies were effective in bringing up test scores on the state assessment system, but show decrees in our own benchmark. The benchmark data appeared to be lower due to the amount of new students and returning students who spent the last year online. The new school year should give more accurate data when students have the opportunity to participate in school consistently.

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. Events that were cancelled for the year included GLAD training and oral interpretation. Fluctuations in staff numbers and salaries accounted for small differences between projected and actual amounts spent.

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 did not take place during the school year. This year we will be looking for staff to support the programs that were not funded due to COVID restrictions during the 2021/2022 school year. Aide support scheduled have been changed through out the year to support students as progress is made in some areas and support is needed elsewhere.

Annual Review and Update

SPSA Year Reviewed: 2021-22

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 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%.	The California Healthy Kids Survey was administered to 5th grade students during the fall of the 2022-23 school year. The survey indicated that 71% of students surveyed feel safe at school most or all of the time. The score is 14% under the projected goal. 72% of all students surveyed feel well connected with Rescue Elementary. The score is 8% under the projected goal. 76% of students reported a high level of caring and support by staff members towards students. The score is 6% under the projected goal. 69% of students reported that they receive social and emotional learning supports at school. The score is 5% under the projected goal.
LCAP Survey	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.	The survey indicated that 98% of parents surveyed agree/strongly agree that Rescue Elementary is a safe place for their child. 97% of all parents surveyed agree/strongly agree that Rescue Elementary has adults who really care about students.
Aeries Discipline and Attendance Report	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.	The Rescue Elementary Suspension rate went from .2% to 0.7% for the 2021-22 school year. T Chronic absenteeism was 23.5% for the 2021-22 school year.

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. Students participated in healthy activities. Students in grade 5 received sexual health education. All staff were appropriately trained as Child Abuse Mandated Reporters. Parent Volunteers were utilized to help support students in the classroom. 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 five 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 was 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	Specified Parent-Teacher Association (PTA) 0 B-Street Festival 34 Assembly None Specified Parent-Teacher Association (PTA) 0 Playground Equipment 0000: Unrestricted Donations 800

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 0

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. Additional planned training such as Love and Logic did not take place due to COVID restrictions.

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. Yard supervisor meetings were also moved to minimum days eliminating the need to pay additional time.

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 the 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: 2021-22

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 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	Staff received professional development opportunities within our school district. Meetings were held providing opportunities to collaborate with peers. Time was also given to keep up with independent studies that became overwhelming during the pandemic.
Facility Inspection Tool	Facilities will be in “good repair” or higher as measured by the 2020-21 Facility Inspection Tool.	The external category of the buildings were rated "poor." All other areas of the school campus were rated "good repair."
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 2021-22 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-	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 training pertaining to Social Emotional Learning (SEL), Trauma Informed Practices, Positive Behavioral Interventions and Supports (PBIS),	Secretary Training 2000-2999: Classified Personnel Salaries District Funded Custodial Training 2000-2999: Classified Personnel Salaries District Funded	Secretary Training 2000-2999: Classified Personnel Salaries District Funded 0 Custodial Training 2000-2999: Classified Personnel Salaries District Funded 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	Mindfulness, Restorative 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 such as rebuilding the garden 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 (including rebuilding the school garden) with the support of our PTC.	Garden Build None Specified Parent-Teacher Association (PTA) 10,000 Portable Sound System None Specified Parent-Teacher Association (PTA) 200 Blacktop Resurfacing None Specified District Funded	Garden Build None Specified Parent-Teacher Association (PTA) 0 Portable Sound System None Specified Parent-Teacher Association (PTA) 0 Blacktop Resurfacing 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 training focused on professional development in job related duties and customer service. The garden was a ground up build that lasted from August to April. The build was a collaborative effort with many groups. Students were able to access the garden and start planting in the spring of 2022. The blacktop was resurfaced and striped and the roof was redone. This large scale project was completed without interfering with the school day.

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. The new roof on the gym has prevented leaks and helped to clean up the appearance of the roof line. The coating on the asphalt is a big improvement visually. The asphalt project also filled in large cracks that could be potentially hazardous. The garden has created a hands on space for the students to learn about animals and plants. The school held many activities in the garden that allowed students to experience growing their own vegetables while learning about cultivating plants.

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

The proposed expenditures was very similar to the actual expenditures. The only changes have been ongoing costs that were used to add plants and soil to the garden. The majority of the cost was done through grants and outdoor education funding.

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 2022-23 school year. New facility projects will be looked at this year to continue to improve the school site. There is a proposal to take on a project that will expand and revitalize the Rescue Elementary Multipurpose Room for 2023-24. We will also be adding a compost bin and building a greenhouse on the garden for 2022-23.

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	83436.
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
6000-6999: Capital Outlay	180,000.00
None Specified	2,550.00

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
6000-6999: Capital Outlay	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

2 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

Name of Members	Role
Todd McGinnis	Principal
Sheri Allen	Other School Staff
Richard Wetmore	Classroom Teacher
Tami Best	Classroom Teacher
Brynn Reynlib	Parent or Community Member
Donna Martin	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 2/1/2021.

Attested:

Principal, 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

Educational Partner 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.

Educational Partner 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 Educational Partner 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