RESCUE UNION SCHOOL DISTRICT

2390 Bass Lake Road Rescue, CA 95672 (530) 677-4461 / FAX (530) 677-0719
www.rescueusd.org

BOARD OF TRUSTEES
REGULAR MEETING MINUTES

Tuesday, January 16, 2024 - 6:30 p.m. Open Session
Rescue District Office Board Room

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

DISTRICT MISSION

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

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

CALL TO ORDER: Board president called the meeting to order at 5:33 p.m.

ROLL CALL:
- ✓ Michael Gordon, President
- ✓ Kim White, Vice President
- ✓ Michelle Bebout, Clerk
- ✓ Jamie Hunter, Member
- ✓ Michael Flaherty, Member
- ✓ Jim Shoemake, Superintendent and Board Secretary

PUBLIC COMMENT:
(Closed session agenda items only)
There were no comments concerning items on the Closed Session agenda.

CLOSED SESSION:
The Board adjourned to closed session to discuss matters of personnel, security, negotiations, student discipline, litigation, or other matters as authorized by Government Code Sections 3549.1, 54956.9, 54956.8, 54957, and 54957.6 and Education Code Sections 35146 and 48918.
Conference with Labor Negotiator - Discussion with the District's Superintendent, Jim Shoemake, and/or labor negotiators, Lisa Donaldson and Dustin Haley, regarding directions and issues in negotiations with Rescue Union Federation of Teachers (RUFT), California School Employees Association (CSEA), Confidential Staff, and Administrative Management.

OPEN SESSION:
Convened open session in the Board Room at 6:34 p.m.
Welcome - The Board president provided an introduction to Board meeting proceedings.
Flag Salute - Board president led the flag salute.

1. Adoption of Agenda   (Consideration for Action)
Trustee White moved and Trustee Flaherty seconded to adopt the agenda as presented. Motion passed 5-0.

REPORTS AND COMMUNICATION:
Report from Closed Session - Board president reported no action taken in closed session.

Superintendent's Report - The Superintendent provided a district related report and spoke about Bright Spots in the district such as school assemblies - a recent elementary site assembly taught empathy for others. Other bright spots mentioned were school field trips, staff going above and beyond at sites such as the Jackson maintenance crew performing in school plays and Green Valley's custodian who wrote a book, as well as Pleasant Grove's Coach Malecke and his winning sports teams. Superintendent Shoemake also said the District's students currently benefit from new funding with state monies for music, arts classes and more.

National School Board Recognition Month Proclamation - Rescue Union School District recognizes the month of January 2024 as National School Board Recognition Month. Superintendent Shoemake read the proclamation aloud.

National School Counseling Week Proclamation - Rescue Union School District recognizes February 5-9, 2024 as National School Counseling Week. Trustee Hunter read the proclamation aloud.

Celebrating Excellence - Marina Village Middle School Principal Levi Cambridge presented a report with this year's theme - A Force for Good with a Star Wars graphic. Demographics, introductory AI math lessons with guided prompts, a new Student Intervention team which is working on establishing metrics and data collection from CAASSP and AR scores etc. Student Activities include sports, band, SEL events focused on: Where Everybody Belongs (WEB) and PBIS supports such as reward incentives like 3-D printing opportunities. The Impact Team is making plans to beautify the MVMS campus. Counselor Leah Teddington spoke on student

engagement in mental wellness with staff-led games, laughing yoga. Student President Nik Sirur discussed fundraising, leadership events such as dances and a trivia rally.

There were no public comments.

GENERAL:
2. RUFT Negotiation Reopeners   (Information Only)
The Superintendent recommended the Board allow public comment regarding the RUFT Contract Reopeners. Dustin Haley, Assistant Superintendent of Curriculum and Instruction, provided a brief report stating upcoming topics of discussion as presented by the Rescue Union Federation of Teachers (RUFT) including duty hours, staff development days, compensation and evaluations procedures.

There were no public comments.

CURRICULUM AND INSTRUCTION:
3. RUSD Board Policy 6170.1: Transitional Kindergarten   (Consideration for Action)
Periodically, the Board reviews, revises and/or adopts Board Policies, Administrative Regulations and Board Bylaws. The Superintendent recommended the Board review and approve the revisions to Board Policy 6170: Transitional Kindergarten.

There were no public comments.

Trustee Hunter and Trustee White seconded to approve. Motion passed 5-0.

4. California School Dashboard Update for 2023   (Information Only)
The Superintendent recommended the Board receive information regarding the Rescue Union School District's status for the state indicators. Assistant Superintendent of Curriculum and Instruction Dustin Haley presented a report on the California School Dashboard with updated scores and data, updates on chronic absenteeism rates with progress in decreased numbers, and state standards met with conditions and climate district community survey results.

There were no public comments.

BUSINESS AND FACILITIES:
5. Auditor's Report/Financial Statements   (Consideration for Action)
To comply with Ed. Code 14503, an annual independent audit must be conducted. Stephen Roatch Accountancy Corporation completed the financial audit for the 2022-23 fiscal year. The Assistant Superintendent of Business Services presented the report with financial statements. The Superintendent recommended approval of the Auditor's Report on the 2022-23 financial statements.

There were no public comments.

Trustee White moved and Trustee Bebout seconded to approve the RUSD Auditor's Report/Financial Statements for 2022-2023. Motion passed 5-0.

6. <u>Budget Guidelines for 2024-2025</u>   (Consideration for Action)
The Superintendent recommended the Board receive a report to review and approve the Budget Guidelines for 2024-2025. The Assistant Superintendent of Business Services provided information on the updated Budget Guidelines.

There were no public comments.

Trustee White moved and Trustee Flaherty seconded to approve the Budget Guidelines for 2024-2025. Motion passed 5-0.

7. <u>Schools Insurance Authority (SIA) Report</u>   (Information Only)
The Superintendent recommended the Board hear a presentation on the Joint Powers Authority organization of Schools Insurance Authority, which insures and provides benefits for Rescue USD. The Assistant Superintendent of Business Services provided an overview and information on the SIA report.

There were no public comments.

CONSENT AGENDA:
All matters listed under Consent Agenda are considered to be routine or sufficiently supported by prior or accompanying reference materials and information as to not require additional discussion. A motion as referenced below enacts all items. The Board President called for public comment on any of the items on the consent agenda. There were no public comments. Trustee Hunter moved and Trustee Bebout seconded to approve item #8 on the Consent Agenda. Motion passed 3-0 with abstentions from Trustees White and Flaherty. Trustee White moved and Trustee Hunter seconded to approve item #9 on the Consent Agenda. Motion passed 4-0 with an abstention from Trustee Bebout. Trustee Hunter moved and Trustee Bebout seconded to approve all remaining Consent Agenda items #10-17. Motion passed 5-0.

 8. Study Session Minutes - Minutes of the Sept. 26, 2023 Board Study Session (Materials Provided)
    Note: This item was pulled from the Nov. 14, 2023 and Dec. 12, 2023 Consent Agendas due to lack of quorum
 9. Board Meeting Minutes - Minutes of the Dec. 12, 2023 Regular Board Meeting (Materials Provided)
 10. Human Resources - the District's long-range goal is to recruit a diverse, high quality staff with student focused goals and philosophies. Periodically, changes in staffing occur due to need for additional positions, resignations, or leaves of absence. All positions listed are within current budget allocations (Materials Provided)
 11. District Expenditure - Warrants must regularly be presented to the Board of Trustees for ratification. Detailed warrant order listings are available at the District Office. The supplement reflects expenditures from Dec. 1, 2023 - Dec. 31, 2023 (Materials Provided)

12. District Purchase Orders - Purchase orders must regularly be presented to the Board of Trustees for ratification. The supplement reflects expenditures from Dec. 1, 2023 - Dec. 31, 2023 (Materials Provided)
13. Williams Quarterly Report (Materials Provided)
14. Out-of-State Travel Conference Request - CADA State Convention (Materials Provided)
15. PGMS Donation Letter - Jay's Trucking Service (Materials Provided)
16. PGMS Donation Letter - Foothills United Methodist Church (Materials Provided)
17. Lakeview Donation Letter - Family Gift of Toys and Games (Materials Provided)

CLOSED SESSION:
The Board may reconvene to closed session as authorized by Government Code Sections 3549.1, 54956.9, 54956.8, 54957, and 54957.6 and Education Code Sections 35146 and 48918.

OPEN SESSION:
Reconvene open session.

REPORT FROM CLOSED SESSION:
The Board president will report any action taken in closed session.

ADJOURNMENT:
Trustee White moved to adjourn the meeting at 8:37 p.m.

_____   _____
Michelle Bebout, Clerk   Date   Michael Gordon, President   Date

RESCUE UNION SCHOOL DISTRICT
2390 Bass Lake Road Rescue, CA 95672 (530) 677-4461 / FAX (530) 677-0719
www.rescueusd.org

BOARD OF TRUSTEES
STUDY SESSION MINUTES
Tuesday, January 30, 2024
Rescue District Office Boardroom

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

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

PLEASE NOTE:
These are provided as summary minutes. The audio recording of the meeting is available by request.

CALL TO ORDER: Board president called the meeting to order at 5:31 p.m.

ROLL CALL:
✓ Michael Gordon, President
✓ Kim White, Vice President
✓ Michelle Bebout, Clerk
✓ Jamie Hunter, Member
   Michael Flaherty, Member
✓ Jim Shoemake, Superintendent and Board Secretary

Board Vice President Kim White attended the meeting remotely and participated via Zoom.

OPEN SESSION:
Convened open session in the Boardroom at 5:35 p.m.
Welcome - The Board vice president provided an introduction to Board meeting proceedings.
Flag Salute - Board vice president led the flag salute.

1. <u>Adoption of Agenda</u>   (Consideration for Action)
Trustee Bebout moved and Trustee Hunter seconded to approve the agenda as presented. Motion passed 4-0.

PUBLIC COMMENTS:

There were no public comments.

GENERAL:
2. <u>GFS JPA Bond Presentation</u>   (Information Only)
The Superintendent recommended the Board hear a presentation on a possible November 2024 Bond and discuss potential next steps. Lori Raineri of Government Financial Services Joint Powers Authority provided an overview on funding school facilities with a potential General Obligation Bond Measure.

3. <u>Local Control and Accountability Plan (LCAP) Strategic Planning</u>   (Information Only)
The Superintendent recommended the Board hear a presentation on the Local Control and Accountability Plan (LCAP) and discuss the February 2024 - June 2024 timeline. Superintendent Shoemake presented a slideshow with information on the three-year Local Control and Accountability Plan (LCAP) requirement for Local Educational Agencies (LEAs) with updates on new legislation for the 2024-2027 cycle.

ADJOURNMENT: Trustee Hunter moved to adjourn the meeting at 7:17 p.m.

_____   _____
  Michelle Bebout, Clerk   Date   Michael Gordon, President   Date

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Classified Personnel

RECOMMENDATION:

The Superintendent recommends the Board approve the following personnel actions.

BACKGROUND:

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

STATUS:

The following classified personnel changes are listed on the agenda:

Name	Personnel Action	Position FTE	Position	School or Dept.	Effective Date
Berrios-Bach, Rosa	Employment	.75	Itinerant Independence Facilitator	Lakeview	1/22/2024
French, Victoria	Employment	.50	Custodian	Lakeview	2/5/2024
Lotempio, Emily	Employment	.375	Yard Supervisor	Pleasant Grove	1/22/2024
Norberg, Sarah	Employment	.50	Custodian	Jackson	2/14/2024
Roberts, Jacob	Employment	.0625	Yard Supervisor	Pleasant Grove	1/9/2024
Sebastian, Amanda	Employment	.375	Food Service Worker	Central Kitchen	1/22/2024
Beckman, Rosemarie	Resignation	.75	II Facilitator	Lakeview	1/5/2024
Berrios-Bach, Rosa	Resignation	.75	Instructional Assistant – SDC	Lake Forest	1/19/2024

FISCAL IMPACT:

Fiscal impact will be reflected in the 2023-2024 budget years.

BOARD GOAL:

Board Focus Goal IV – STAFF NEEDS:
        Attract and retain diverse, knowledgeable, dedicated employees who are skilled and supported in their commitment to providing quality education for our students.

OV

015 RESCUE UNION SCHOOL DISTRICT   J52066
0036 01_22_2024 LQ

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

105374/00   WAYNES LOCKSMITH INC
          669 PLACERVILLE DRIVE
          PLACERVILLE, CA   95667

245315 PO-240223 12/19/2023 i11652   1 01-8150-0-4300-0000-8110-085-0000-00-000 NN P   302.02   302.02

            TOTAL PAYMENT AMOUNT   302.02 *   302.02

001585/00   WESTERN PSYCHOLOGICAL SERVICES
          625 ALASKA AVE
          TORRANCE, CA   905035124

245641 PO-240628 12/13/2023 WPS-475003   1 01-6500-0-4300-5750-1110-063-0000-00-000 NN F   194.64   195.85   195.85

            TOTAL PAYMENT AMOUNT   195.85 *   195.85

            TOTAL BATCH PAYMENT   105,853.56 ***   0.00   105,853.56

            TOTAL DISTRICT PAYMENT   105,853.56 ****   0.00   105,853.56

            TOTAL FOR ALL DISTRICTS: 105,853.56 ****   0.00   105,853.56

Number of checks to be printed: 31, not counting voids due to stub overflows.
Number of zero dollar checks: 4, will be printed.

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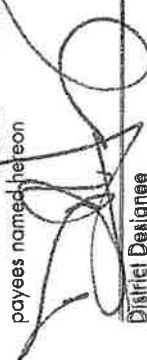payees named herein

_____
District Designee

12/29/23
_____
Date

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

022495/00   WILLIAMSON, MICHELE
            (EMPL REIMB)
            1521 TRADING POST CT
            COOL, CA 95614

PV-240566 12/19/2023 SAFEWAY STAFF TEAM BUILDER GAM  01-9421-0-4300-1110-1000-021-0000-91-000 NN                          50.00
PV-240567 12/19/2023 STARBUCKS GC 12/14/23           01-9421-0-4300-1110-1000-021-0000-91-000 NN                          47.92
                     COSTCO NA DRINKS STAFF PARTY
             12/19/23          TOTAL PAYMENT AMOUNT                                    97.92 *                             97.92

022495/00   WILLIAMSON, MICHELE
            (EMPL REIMB)
            1521 TRADING POST CT
            COOL, CA 95614

PV-240568 12/21/2023 EARLY TOAST CHRISTMAS PARTY      01-9421-0-4300-1110-1000-021-0000-91-000 NN  Y                     788.29
             12/20/23          TOTAL PAYMENT AMOUNT                                   788.29 *                            788.29

                               TOTAL BATCH PAYMENT                              14,010.96 ***       0.00              14,010.96

                               TOTAL DISTRICT PAYMENT                           14,010.96 ****      0.00              14,010.96

                               TOTAL FOR ALL DISTRICTS:                         14,010.96 ****      0.00              14,010.96

Number of checks to be printed:   15, not counting voids due to stub overflows.                                      14,010.96
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Pursuant to Rescue Union School District Policy, the El Dorado County Superintendent of Schools is hereby authorized and directed to issue individual warrants to the payees named hereon
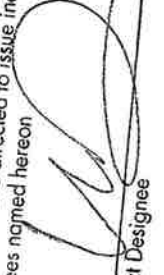
District Designee   Date 1/3/2024

ACCOUNTS-PAYABLE PRELIST
BATCH: 0039 0039 01_09_2023 TF
<< Held for Audit >>

015 RESCUE UNION SCHOOL DISTRICT   J53111
0039 01_08_2024 TF

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

106407/00   SCHNEIDER, DAISY
            (PARENT REIMBURSE)
            33060 RUDY CT
            TEMECULA, CA 92592

PV-240583 01/02/2024 EDCOE LEGAL PO 230720   01-6500-0-5806-5770-1120-063-8000-00-000 NN   235.00
                     MS SETTLEMENT,COMPENSATORY
                     TOTAL PAYMENT AMOUNT   235.00 *   235.00

                     TOTAL BATCH PAYMENT   568,660.52 ***   0.00

                     TOTAL DISTRICT PAYMENT   568,660.52 ****   0.00

                     TOTAL FOR ALL DISTRICTS: 568,660.52 ****   0.00

                                                  568,660.52

Number of checks to be printed: 4, not counting voids due to stub overflows.
Number of zero dollar checks: 1, will be printed.

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

_____   1/5/24
District Designee   Date

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Vendor/Addr Remit name                    Tax ID num  Deposit type       ABA num  Account num                    EE ES  E-Term  E-ExtRef
  Req Reference    Date      Description               FD RESC Y OBJT GOAL FUNC LC1 LOC2 L3 SCH T9MPS  Liq Amt   Net Amount
----------------------------------------------------------------------------------------------------------------------------------------
105020/00  TRANE US INC
           PO BOX 98167
           CHICAGO, IL  60693

245371 PO-240362 12/12/2023 15801239      1 01-8150-0-4300-0000-8110-085-0000-00-000 NN P    129.90        129.90
                            TOTAL PAYMENT AMOUNT                          129.90 *                          129.90


100001/00  VERIZON WIRELESS
           P O BOX 660108
           DALLAS, TX  75266-0108

245377 PO-240350 12/24/2023 9952619171 NOV 25-DEC 24    1 01-0000-0-5901-0000-7600-081-0000-00-000 NN P    31.16    31.16
                            TOTAL PAYMENT AMOUNT                          31.16 *                            31.16


                            TOTAL BATCH PAYMENT                      135,055.57     0.00    135,055.57 ***

                            TOTAL DISTRICT PAYMENT                   135,055.57     0.00    135,055.57 ****

                            TOTAL FOR ALL DISTRICTS:                 135,055.57     0.00    135,055.57 ****
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Number of checks to be printed: 37, not counting voids due to stub overflows.
Number of zero dollar checks: 1, will be printed.

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015 RESCUE UNION SCHOOL DISTRICT   J54266           ACCOUNTS PAYABLE PRELIST
0042 01_16_24 TF                                    BATCH: 0042 0042_01_16_2024 TF      << Held for Audit >>

Vendor/Addr Remit name       Description      Tax ID num  Deposit type        ABA num    Account num                    EE ES  E-Term  E-ExtRef
   Req Reference  Date                                     FD RESC Y OBJT GOAL FUNC LC1 LOC2 L3 SCH T9MPS  Liq Amt   Net Amount
---------------------------------------------------------------------------------------------------------------------------------------------
106715/00  STAR VIEW CHILDREN AND FAMILY
           SERVICES ATTN FINANCE DEPT
           1501 HUGHES WAY SUITE 150
           LONG BEACH, CA  90810                                                                                         3,620.48
                                                          01-6500-0-5811-5760-1180-063-0000-00-000 N6                    3,620.48
   PV-240604 01/10/2024 RM123123ATTENDANCE                          3,620.48 *
                             TOTAL PAYMENT AMOUNT


                             TOTAL BATCH PAYMENT              19,843.50 ***             0.00              19,843.50


                             TOTAL DISTRICT PAYMENT           19,843.50 ****            0.00              19,843.50


                             TOTAL FOR ALL DISTRICTS:         19,843.50 ****            0.00              19,843.50


Number of checks to be printed:
    5, not counting voids due to stub overflows.
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Pursuant to Rescue Union School District Policy, the El
Dorado County Superintendent of Schools is hereby
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payees named hereon

District Designee   Date

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015 RESCUE UNION SCHOOL DISTRICT   J53821        ACCOUNTS PAYABLE PRELIST        APY500  L.00.22 01/10/24 09:39 PAGE    1
                                                 BATCH: 0041 dev fee refund permit #0353188 << Held for Audit >>

Vendor/Addr Remit name                  Tax ID num  Deposit type      ABA num  Account num              EE ES  E-Term  B-ExtRef
Req Reference   Date    Description                  FD RESC Y OBJT GOAL FUNC LC1 LOC2 L3 SCH T9MPS    Liq Amt  Net Amount
------------------------------------------------------------------------------------------------------------------------------
106821/00   Spencer & Courtney Havner
            125 Feather Falls Circle
            Folsom, CA  95630

PV-240587 01/10/2024 dev fee refund permit #0353188   25-9013-0-8681-0000-0000-000-0000-00-000 NN               358.00
                     dev fee refund permit #035                                                                 358.00
                          TOTAL PAYMENT AMOUNT               358.00 *


                          TOTAL BATCH PAYMENT               358.00 ***        0.00             358.00


                          TOTAL DISTRICT PAYMENT            358.00 ****       0.00             358.00


                          TOTAL FOR ALL DISTRICTS:          358.00 ****       0.00             358.00


Number of checks to be printed:     1, not counting voids due to stub overflows.
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Vendor/Addr Remit name   Tax ID num Deposit type   ABA num   Account num   EE ES E-Term E-ExtRef
   Req Reference   Date   Description   FD RESC Y OBJT GOAL FUNC LC1 LOC2 L3 SCH T9MPS   Liq Amt Net Amount

101679/00   STUART, LAURISA
            (EMPL REIMB)
            160 KELLER CIRCLE
            FOLSOM, CA 95630

   PV-240591 01/08/2024 RALEY'S VETERAN DAY ASSEMBLY   01-1100-0-4300-1110-1000-027-0000-97-000 NN   131.56
            110923
                                 TOTAL PAYMENT AMOUNT   131.56 *   131.56

106747/00   TCG ADMINISTRATORS
            900 S CAPITAL OF TX HWY STE350
            AUSTIN, TX 78746

   245061 PO-240060 01/05/2024 178263   1 01-0000-0-5806-0000-7400-504-0000-00-000 NY P   192.00 192.00
                                 TOTAL PAYMENT AMOUNT   192.00 *   192.00

105690/00   THE LION ELECTRIC CO USA
            4522 PARKER AVE
            BUILDING 700 SUITE 350
            MCCLELLAN PARK, CA 95652

   245208 PO-240190 01/08/2024 INC $11,000 PER DEE   1 01-0842-0-4360-0000-3600-083-0000-00-000 NN O   -11,649.80   0.00
   245208 PO-240190 01/08/2024 INC $11,000 PER DEE   1 01-0842-0-4360-0000-3600-083-0000-00-000 NN C   649.80   0.00
   245208 PO-240190 11/10/2023 IN-CA1001541   1 01-0842-0-4360-0000-3600-083-0000-00-000 NN P   10,064.40 10,064.40
                                 TOTAL PAYMENT AMOUNT   10,064.40 *   10,064.40

102673/00   UBEO WEST
            PO BOX 301062
            LOS ANGELES, CA 90030-1062

   245143 PO-240123 01/03/2024 4365555   1 01-0000-0-5633-0000-7200-080-0000-00-000 NY P   634.18 634.18
                                 TOTAL PAYMENT AMOUNT   634.18 *   634.18

                                 TOTAL BATCH PAYMENT   84,779.35 ***   0.00   84,779.35
                                 TOTAL USE TAX AMOUNT   12.76

                                 TOTAL DISTRICT PAYMENT   84,779.35 ****   0.00   84,779.35
                                 TOTAL USE TAX AMOUNT   12.76

                                 TOTAL FOR ALL DISTRICTS: 84,779.35 ****   0.00   84,779.35
                                 TOTAL USE TAX AMOUNT   12.76

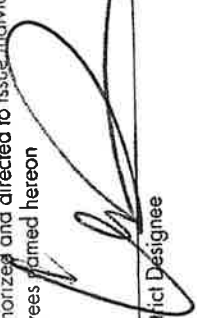   84,779.35

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

District Designee   Date

Number of checks to be printed: 35, not counting voids due to stub overflows.
Number of zero dollar checks: 2, will be printed.

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015 RESCUE UNION SCHOOL DISTRICT   J56135        ACCOUNTS PAYABLE PRELIST
0044 01_22_2024 TF                               BATCH: 0044 0044 01_22_2024 TF     << Held for Audit >>

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

                            TOTAL DISTRICT PAYMENT         109,820.84 ****                      0.00      109,820.84

                            TOTAL FOR ALL DISTRICTS:       109,820.84 ****                      0.00      109,820.84

                                                                                                         109,820.84

Number of checks to be printed:  20, not counting voids due to stub overflows.
Number of zero dollar checks:     3, will be printed.
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Pursuant to Rescue Union School District Policy, the El
Dorado County Superintendent of Schools is hereby
authorized and directed to issue individual warrants to the
payees named hereon

_____
District Designee

1/19/24
_____
Date

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

104986/00   TPX COMMUNICATIONS
PO BOX 509013
SAN DIEGO, CA 92150-9013

245588	PO-240573	01/09/2024	176825256-0 JAN	1 01-0000-0-5901-0000-7600-081-0000-00-000 NN P	2,228.13	2,228.13
				2,228.13 *		2,228.13
			TOTAL PAYMENT AMOUNT		2,228.13	

100780/00   TRUE VALUE HARDWARE
4571 MISSOURI FLAT RD
PLACERVILLE, CA 95667

245314	PO-240275	01/11/2024	1556494	1 01-8150-0-4300-0000-8110-085-0000-00-000 NN P	64.29	64.29
				64.29 *		64.29
			TOTAL PAYMENT AMOUNT		64.29	

106810/00   USA REPLACEMENT AUTO GLASS
3485 ORANGE GROVE AVE STE H
NORTH HIGHLANDS, CA 95660

245647	PO-240634	12/26/2023	25449	1 01-0842-0-5610-0000-3600-083-0000-00-000 NY P	2,698.51	2,698.51
245647	PO-240634	01/18/2024	INCR PER DEE	1 01-0842-0-5610-0000-3600-083-0000-00-000 NY C	689.88	0.00
245647	PO-240634	01/18/2024	INCR PER DEE	1 01-0842-0-5610-0000-3600-083-0000-00-000 NY O	-4,579.88	0.00
245647	PO-240634	12/26/2023	25583	1 01-0842-0-5610-0000-3600-083-0000-00-000 NY P	1,713.06	1,713.06
245647	PO-240634	12/26/2023	25584	1 01-0842-0-5610-0000-3600-083-0000-00-000 NY P	929.03	929.03
245647	PO-240634	12/26/2023	25585	1 01-0842-0-5610-0000-3600-083-0000-00-000 NY P	1,928.10	1,928.10
			TOTAL PAYMENT AMOUNT	7,268.70 *		7,268.70

106393/00   WASTE CONNECTIONS OF CA INC
DBA EL DORADO DISPOSAL
4100 THROWITA WAY
PLACERVILLE, CA 95667

245248	PO-240210	01/08/2024	01-01460655	1 01-0000-0-5806-0000-8210-084-0000-00-000 NN P	131.82	131.82
				131.82 *		131.82
			TOTAL PAYMENT AMOUNT			

			TOTAL BATCH PAYMENT	84,695.13 ***	0.00	84,695.13
			TOTAL DISTRICT PAYMENT	84,695.13 ****	0.00	84,695.13
			TOTAL FOR ALL DISTRICTS:	84,695.13 ****	0.00	84,695.13

84,695.13

Number of checks to be printed: 29, not counting voids due to stub overflows.
Number of zero dollar checks: 2, will be printed.

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

_____   1/19/24
District Designee   Date

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

                                                        71,815.63 ****   0.00   71,815.63
TOTAL DISTRICT PAYMENT   131.69
TOTAL USE TAX AMOUNT

TOTAL FOR ALL DISTRICTS: 71,815.63 ****   0.00   71,815.63
TOTAL USE TAX AMOUNT   131.69

                                                                                                             71,815.63

Number of checks to be printed: 43, not counting voids due to stub overflows.
Number of zero dollar checks: 2, will be printed.

Pursuant to Rescue Union Scho... District Policy, the El
Dorado County Superintende... schools is hereby
authorized and directed to issue individual warrants to the
payees named hereon

_____
District Designee

1/25/24
Date

015 RESCUE UNION SCHOOL DISTRICT   J57489
0046 01_29_2024 TF

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

001466/00   POLLOCK PINES SCHOOL DISTRICT
            SPELLING BEE
            2701 AMBER TRAIL
            POLLOCK PINES, CA 95726

PV-240649 01/24/2024 EDC SPELLING BEE TEAM ENTRY   01-9420-0-5806-1110-1000-020-0000-90-000 NN   300.00
                                TOTAL PAYMENT AMOUNT   300.00 *   300.00

100884/00   R & S OVERHEAD DOORS AND GATES
            OF SACRAMENTO INC
            8711 ELDER CREEK ROAD #400
            SACRAMENTO, CA 95828

PV-240656 07/21/2023 51145085   01-8150-0-5610-0000-8110-085-0000-00-000 NN   588.75
                                TOTAL PAYMENT AMOUNT   588.75 *   588.75
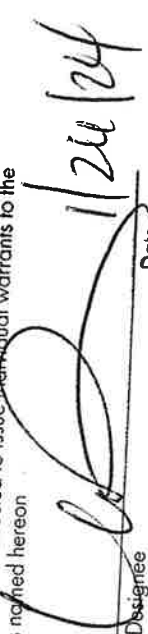
106715/00   STAR VIEW CHILDREN AND FAMILY
            SERVICES ATTN FINANCE DEPT
            1501 HUGHES WAY SUITE 150
            LONG BEACH, CA 90810

PV-240652 01/22/2024 R.M. COUNSELING FEE DEC 23   01-6546-0-5811-5760-3110-063-0000-00-000 N6   296.12
                                TOTAL PAYMENT AMOUNT   296.12 *   296.12

104508/00   TEESHIRTBAR
            606 BELHAVEN CT
            EL DORADO HILLS, CA 95762

PV-240653 01/22/2024 BOYS SOCCER JERSEY INV 1134   01-9424-0-5806-1110-4200-024-0127-94-000 N7   1,222.65
                                TOTAL PAYMENT AMOUNT   1,222.65 *   1,222.65

                                TOTAL BATCH PAYMENT   0.00   18,107.99 ***   18,107.99

                                TOTAL DISTRICT PAYMENT   0.00   18,107.99 ****   18,107.99

                                TOTAL FOR ALL DISTRICTS: 0.00   18,107.99 ****   18,107.99

Number of checks to be printed: 7, not counting voids due to stub overflows.
Number of zero dollar checks: 2, will be printed.

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

_____   1/24/24
District Designee   Date

01   GENERAL FUND

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
240659	AMAZON CAPITAL SERVICES INC	Tech supplies - list 1/10/24	841.86	DISTRICTWIDE SERVICES
240668	AMAZON CAPITAL SERVICES INC	Open PO To Finish Year 23/24	1,000.00	Jackson School
240664	BARE BOOKS	BARE Books	1,221.12	Lake Forest School
240656	BULK BOOKSTORE	32"Restart" book for 5th grade	153.41	Green Valley School
240678	DEMCO INC	Library Supplies - & Bookmarks	1,180.55	DISTRICTWIDE SERVICES
240681	DEMCO INC	Library Supplies - & Bookmarks	1,139.78	DISTRICTWIDE SERVICES
240663	DORIAN STUDIO INC	Yearbook Deposit	536.25	Lakeview
240684	EDCOE SETTLEMENTS	JJ Settlement	50,400.00	Student Support Services
240685	EDCOE SETTLEMENTS	LK Settlement	30,000.00	Student Support Services
240674	EL DORADO COUNTY	Tardy Slips	188.76	Jackson School
240670	FOLLETT CONTENT SOLUTIONS LLC	Follett Order	1,073.12	Lake Forest School
240688	GUTIERREZ PERRY & VILLARREAL	Lunchbox Learning 3/15/24	210.00	Student Support Services
240666	LEARNING A-Z	RAZ license for LF SDC tchr	88.00	DISTRICTWIDE SERVICES
240679	LEARNING WITHOUT TEARS	LWT paper & workbooks	347.76	DISTRICTWIDE SERVICES
240662	MITCHELMORE, JOCELYN	Project GLAD Conference	400.00	Lakeview
240669	N2Y LLC NEWS TO YOU	Unique Learning Subscription	754.99	Student Support Services
240657	ORIENTAL TRADING COMPANY INC	Character Count Prizes	291.79	Jackson School
240672	ORIENTAL TRADING COMPANY INC	Student Store Suppplies	122.78	Jackson School
240673	PEARSON ASSESSMENTS	WIAT 4 Digital Scoring	137.50	Student Support Services
240686	PLATT ELECTRIC SUPPLY		3,000.00	Transportation
240680	PLUSHY FEELY CORP	Counselor toolkit	603.57	Rescue School
240671	PMC (Oral Interpretation)	Participate in Oral Interp	200.00	Green Valley School
240677	POLLOCK PINES ESD	Spelling Bee Entrance Fee	300.00	Rescue School
240667	RA AUTOMOTIVE SOFTWARE	Annual Sub. - Silver Snap Tool	504.00	Transportation
240665	REALLY GREAT READING COMPANY	Intervention Materials	2,312.00	DISTRICTWIDE SERVICES
240675	RFI COMM & SECURITY SYSTEMS		1,000.00	Maintenance
240676	RIVERSIDE COMMUNITY CARE INC	PG-SOS renewal Lauren Todoroff	300.00	DISTRICTWIDE SERVICES
240653	RUSD CONFERENCE	Lori Maurer CADA convention/NV	1,960.28	Pleasant Grove Middle School
240654	RUSD CONFERENCE	LOVE AND LOGIC FOR EDUCATORS	15,406.40	DISTRICTWIDE SERVICES
240655	RUSD CONFERENCE	EDCOE-BENCHMARK INITIAL IMPLEM	728.59	DISTRICTWIDE SERVICES
240661	RUSD CONFERENCE	Project Glad Conference	2,214.00	Lakeview
240682	RUSD CONFERENCE	Character Strong	1,192.95	Lake Forest School
240689	RUSD CONFERENCE	SELPA Legal Trends for 2024	150.00	Student Support Services
240690	RUSD CONFERENCE	GPV Lunchbox Learning 3/2024	280.00	Student Support Services
240658	SOLARWINDS INC.	DameWare renewal thru 3/30/25	248.00	DISTRICTWIDE SERVICES
240683	STAPLES ADVANTAGE	Open PO to finish school year	1,500.00	Jackson School
240660	SUCCESS BY DESIGN INC	Student Planners	595.31	Lake Forest School

                                               TOTAL FUND   123,582.77

                                               TOTAL DISTRICT 123,582.77

FUND   AMOUNT
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01   GENERAL FUND   123,582.77

        TOTAL DISTRICT   123,582.77

School Year: **2023-24**

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	February 14, 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.

Table of Contents

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 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 5th grade students also have the opportunity for instrumental instruction. Our district-adopted curricular materials include Benchmark Reading, GO Math, Step-Up to Writing, TWIG Science, and Scott Foresman 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 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. 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 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 and Character Strong 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 our district Culture and Climate 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 Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0.58%		0	2
African American	0.8%	0.57%	0.86%	4	2	3
Asian	6.9%	1.15%	1.44%	36	4	5
Filipino	2.1%	1.43%	1.44%	11	5	5
Hispanic/Latino	24.9%	29.80%	28.82%	130	104	100
Pacific Islander	0.4%	0.57%	0.58%	2	2	2
White	58.8%	60.17%	57.93%	307	210	201
Multiple/No Response	6.1%	6.30%	8.36%	32	22	29
			Total Enrollment	522	349	347

Student Enrollment by Subgroup

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	142	71	65
Grade 1	114	55	63
Grade 2	133	56	60
Grade3	47	46	53
Grade 4	37	62	48
Grade 5	49	59	58
Total Enrollment	522	349	347

Student Enrollment by Grade Level

Conclusions based on this data:

1. The 20-21 data includes Green Valley students as well as all TK through 2nd grade students who were enrolled in Frontier (distance learning) program.

2. Our demographics have remained similar for the past two years.

3. Our two largest subgroups continue to be White and Hispanic/Latino

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	47	47	42	9.0%	13.5%	12.1%
Fluent English Proficient (FEP)	15	7	9	2.9%	2.0%	2.6%
Reclassified Fluent English Proficient (RFEP)	2	0	2	4.3%	0	4.76

Conclusions based on this data:

1. The percentage of English Learners appears to have decreased; however, this is due to the 20-21 data included all the TK-2 students district wide who attended the Frontier Academy.

2. We had two students who were reclassified during the 22-23 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	49	49	52	45	49	52	45	49	52	91.8	100.0	100.0
Grade 4	37	58	49	36	58	46	36	58	46	97.3	100.0	93.9
Grade 5	51	59	63	49	57	61	49	57	61	96.1	96.6	96.8
All Grades	137	166	164	130	164	159	130	164	159	94.9	98.8	97.0

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2437.	2430.	2444.	28.89	32.65	34.62	28.89	24.49	19.23	20.00	16.33	26.92	22.22	26.53	19.23
Grade 4	2477.	2479.	2461.	30.56	29.31	23.91	19.44	27.59	26.09	25.00	18.97	21.74	25.00	24.14	28.26
Grade 5	2506.	2538.	2527.	16.33	28.07	29.51	36.73	43.86	31.15	24.49	12.28	19.67	22.45	15.79	19.67
All Grades	N/A	N/A	N/A	24.62	29.88	29.56	29.23	32.32	25.79	23.08	15.85	22.64	23.08	21.95	22.01

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	20.00	28.57	23.08	62.22	57.14	57.69	17.78	14.29	19.23
Grade 4	13.89	20.69	15.22	69.44	62.07	63.04	16.67	17.24	21.74
Grade 5	14.29	19.30	21.31	67.35	75.44	67.21	18.37	5.26	11.48
All Grades	16.15	22.56	20.13	66.15	65.24	62.89	17.69	12.20	16.98

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	13.33	14.29	15.38	71.11	57.14	67.31	15.56	28.57	17.31
Grade 4	22.22	19.30	15.22	61.11	61.40	63.04	16.67	19.30	21.74
Grade 5	22.45	31.58	22.95	61.22	52.63	63.93	16.33	15.79	13.11
All Grades	19.23	22.09	18.24	64.62	57.06	64.78	16.15	20.86	16.98

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	8.89	16.33	13.46	82.22	63.27	76.92	8.89	20.41	9.62
Grade 4	8.33	8.62	2.17	77.78	82.76	89.13	13.89	8.62	8.70
Grade 5	14.29	14.04	18.03	75.51	73.68	70.49	10.20	12.28	11.48
All Grades	10.77	12.80	11.95	78.46	73.78	77.99	10.77	13.41	10.06

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	20.00	16.33	26.92	68.89	71.43	65.38	11.11	12.24	7.69
Grade 4	19.44	15.52	10.87	69.44	74.14	82.61	11.11	10.34	6.52
Grade 5	8.16	19.30	27.87	71.43	68.42	55.74	20.41	12.28	16.39
All Grades	15.38	17.07	22.64	70.00	71.34	66.67	14.62	11.59	10.69

Conclusions based on this data:

1. In the spring of 2023, 159 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 2021-2022 year. The overall scores show that 55.35% of students met or exceeded standards on the English Language Arts portion of the CAASPP test. This is a decrease of 6.85% from the last reported result in the 2021-2022 school year.
The 5th grade students were the highest performing group when compared against all grades in the area of English Language Arts with 60.66% of students meeting or exceeding standards.
The 3rd grade students were the next highest performing group when compared against all grades in the area of English Language Arts with 53.85% of students meeting or exceeding standards.
The 4th grade students were the lowest performing group when compared against all grades in the area of English Language Arts with 50% of students meeting or exceeding standards.

2. In the spring of 2023, 159 students took a state modified version of the CAASPP test.
Across all grade levels, students performed the strongest in the Listening claim.   The Writing claim had the highest number of students in the Below Standard level.

3. In the spring of 2023, 159 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 2021-2022:

Cohort Performance
When compared to the prior year (21-22), the same group of students declined by 7.14% in their overall performance in English Language Arts from their 3rd grade to their 4th grade year.
When compared to the prior year (21-22) the same group of students increased by 3.76% in their overall performance in English Language Arts from their 4th grade to their 5th grade year.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	49	49	52	45	49	52	45	49	52	91.8	100.0	100.0
Grade 4	37	58	48	36	58	46	36	58	46	97.3	100.0	95.8
Grade 5	51	59	63	50	57	61	50	57	61	98.0	96.6	96.8
All Grades	137	166	163	131	164	159	131	164	159	95.6	98.8	97.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2440.	2421.	2441.	22.22	10.20	17.31	37.78	42.86	40.38	22.22	20.41	30.77	17.78	26.53	11.54
Grade 4	2477.	2486.	2469.	19.44	18.97	17.39	22.22	39.66	23.91	41.67	27.59	39.13	16.67	13.79	19.57
Grade 5	2500.	2505.	2506.	14.00	21.05	18.03	30.00	15.79	22.95	30.00	33.33	32.79	26.00	29.82	26.23
All Grades	N/A	N/A	N/A	18.32	17.07	17.61	30.53	32.32	28.93	30.53	27.44	33.96	20.61	23.17	19.50

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	24.44	22.45	23.08	60.00	53.06	63.46	15.56	24.49	13.46
Grade 4	19.44	24.14	26.09	63.89	60.34	47.83	16.67	15.52	26.09
Grade 5	12.00	19.30	16.39	62.00	43.86	59.02	26.00	36.84	24.59
All Grades	18.32	21.95	21.38	61.83	52.44	57.23	19.85	25.61	21.38

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	26.67	24.49	21.15	51.11	44.90	67.31	22.22	30.61	11.54
Grade 4	19.44	20.69	21.74	58.33	55.17	54.35	22.22	24.14	23.91
Grade 5	14.00	19.30	14.75	60.00	47.37	62.30	26.00	33.33	22.95
All Grades	19.85	21.34	18.87	56.49	49.39	61.64	23.66	29.27	19.50

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	22.22	16.33	17.31	68.89	59.18	69.23	8.89	24.49	13.46
Grade 4	13.89	22.41	21.74	69.44	55.17	54.35	16.67	22.41	23.91
Grade 5	16.00	14.04	13.11	66.00	70.18	68.85	18.00	15.79	18.03
All Grades	17.56	17.68	16.98	67.94	61.59	64.78	14.50	20.73	18.24

Conclusions based on this data:

1. In the spring of 2023, 159 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 2021-2022 year. The overall scores show that 46.54% of students met or exceeded standards on the Math portion of the CAASPP test. This is a decrease of 2.85% from the last reported result in the 2021-2022 school year.
   The 3rd grade students were the highest performing group when compared against all grades in the area of Math with 57.69% of students meeting or exceeding standards.
   The 4th grade students were the next highest performing group when compared against all grades in the area of Math with 41.30% of students meeting or exceeding standards.
   The 5th grade students were the lowest performing group when compared against all grades in the area of Math with 40.98% of students meeting or exceeding standards.

2. In the spring of 2023, 159 students took a state modified version of the CAASPP test.
   Across all grade levels, students performed the strongest in the Communicating Reasoning claim.   The Concepts and Procedures claim had the highest number of students in the Below Standard level.

3. In the spring of 2023, 159 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 2021-2022:

   Cohort Performance
   When compared to the prior year (21-22), the same group of students declined by 11.76% in their overall performance in Math from their 3rd grade to their 4th grade year.
   When compared to the prior year (21-22) the same group of students declined by 17.65% in their overall performance in Math from their 4th grade to their 5th grade year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1450.5	1425.1	*	1461.2	1424.6	*	1425.1	1425.6	*	15	13	8
1	*	*	1464.6	*	*	1472.8	*	*	1455.9	4	8	12
2	1516.7	*	*	1515.8	*	*	1517.0	*	*	12	4	8
3	*	*	*	*	*	*	*	*	*	4	6	4
4	*	*	*	*	*	*	*	*	*	5	7	6
5	*	*	*	*	*	*	*	*	*	8	7	8
All Grades										48	45	46

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	33.33	7.69	*	26.67	53.85	*	20.00	30.77	*	20.00	7.69	*	15	13	*
1	*	*	16.67	*	*	41.67	*	*	41.67	*	*	0.00	*	*	12
2	33.33	*	*	41.67	*	*	25.00	*	*	0.00	*	*	12	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	22.92	17.78	21.74	39.58	48.89	30.43	27.08	26.67	34.78	10.42	6.67	13.04	48	45	46

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	46.67	7.69	*	13.33	38.46	*	33.33	38.46	*	6.67	15.38	*	15	13	*
1	*	*	25.00	*	*	50.00	*	*	16.67	*	*	8.33	*	*	12
2	33.33	*	*	66.67	*	*	0.00	*	*	0.00	*	*	12	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	29.17	33.33	28.26	52.08	37.78	39.13	12.50	22.22	17.39	6.25	6.67	15.22	48	45	46

	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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	26.67	7.69	*	13.33	46.15	*	26.67	46.15	*	33.33	0.00	*	15	13	*
1	*	*	0.00	*	*	41.67	*	*	50.00	*	*	8.33	*	*	12
2	33.33	*	*	41.67	*	*	8.33	*	*	16.67	*	*	12	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.75	8.89	8.70	27.08	31.11	28.26	29.17	51.11	39.13	25.00	8.89	23.91	48	45	46

	Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	53.33	15.38	*	33.33	76.92	*	13.33	7.69	*	15	13	*
1	*	*	75.00	*	*	16.67	*	*	8.33	*	*	12
2	50.00	*	*	50.00	*	*	0.00	*	*	12	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	39.58	37.78	41.30	54.17	60.00	43.48	6.25	2.22	15.22	48	45	46

	Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	26.67	15.38	*	53.33	53.85	*	20.00	30.77	*	15	13	*
1	*	*	33.33	*	*	41.67	*	*	25.00	*	*	12
2	33.33	*	*	66.67	*	*	0.00	*	*	12	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	33.33	37.78	43.48	56.25	48.89	34.78	10.42	13.33	21.74	48	45	46

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	20.00	7.69	*	46.67	92.31	*	33.33	0.00	*	15	13	*
1	*	*	33.33	*	*	16.67	*	*	50.00	*	*	12
2	41.67	*	*	50.00	*	*	8.33	*	*	12	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.67	15.56	17.78	56.25	62.22	48.89	27.08	22.22	33.33	48	45	45

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	46.67	38.46	*	13.33	61.54	*	40.00	0.00	*	15	13	*
1	*	*	8.33	*	*	83.33	*	*	8.33	*	*	12
2	41.67	*	*	41.67	*	*	16.67	*	*	12	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.43	15.56	23.91	47.83	82.22	58.70	21.74	2.22	17.39	46	45	46

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Conclusions based on this data:

1. The ELPAC was administered to 46 students during the 2022-2023 school year: however, 1st grade 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. 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
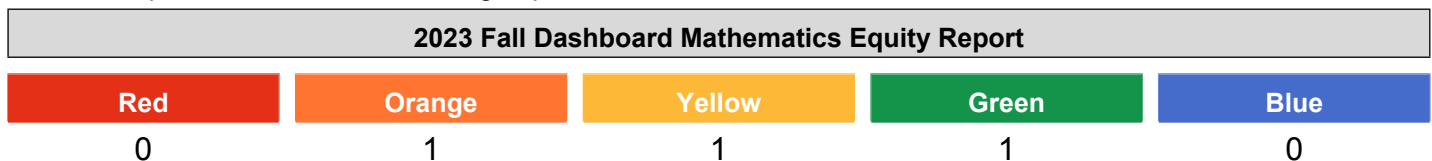
Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Under the Academic Performace Indicator, student performance data indicates that students performed in the Green (high) category for English Language Arts and in the Yellow (medium) category for Mathematics for the 2022-2023 school year.

2. Under the Academic Engagement Indicator, student performance data indicates that the Chronic Absenteeism level is in the Yellow (medium) category based on state criteria for the 2022-2023 school year.high based on state criteria for the 2021-22 school year.

3. Under the Conditions & Climate Indicator, school performance data indicates that the Suspension Rate level is in the orange category based on state criteria for the 2022-2023 school year.

School and Student Performance Data

Academic Performance
English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	1	1	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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	33 points below standard	No Performance Color
11.7 points above standard	Increased +3.7 points	0 Students
Decreased -3.3 points	18 Students	
148 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Yellow	53.6 points below standard
3 Students	9.1 points below standard	Decreased -13.6 points
	Increased +12.1 points	27 Students
	60 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 0 Students	No Performance Color 0 Students	Less than 11 Students 3 Students	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 26 points below standard Decreased Significantly -19.1 points 40 Students	Less than 11 Students 10 Students	No Performance Color 0 Students	Green 24.5 points above standard Decreased -5.6 points 92 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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
61.4 points below standard Maintained +0.3 points 14 Students	Less than 11 Students 4 Students	16.3 points above standard Decreased -7.3 points 127 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 Green (high) level based on state criteria for the 2022-2023 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 yellow level at 9.1 points below standard but showed an increase of 12.1 points over the prior year.
Students with Disabilities were not given a color but scored below standard.

3. Race/Ethnicity:
The English Language Arts Performance by Race/Ethnicity Indicator demonstrates that students in the White Student Group scored in the Green (high)performance level at 24.5 points above standard. This is based on the data for 92 students.
Students in the Hispanic Student Group scored in the Orange (low)performance level at 26 points below standard. This is based on the data for 40 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.

English Learners:
The English Language Arts Data Comparisons for English Learners indicates that:
Current English Learners scored 61.4 points below standard. This is based on the data for 14 students.
English Only students scored 16.3 points above standard. This is based on the data for 127 students.

School and Student Performance Data
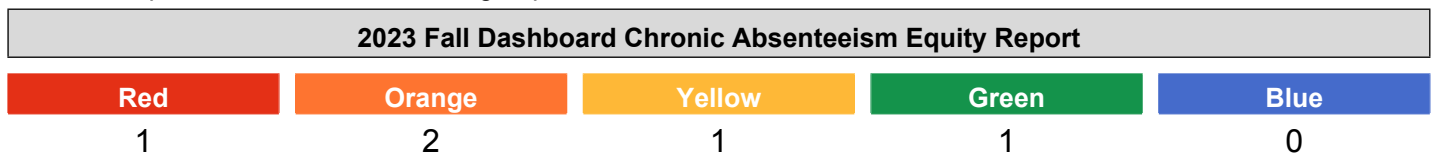
Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	1	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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	81.7 points below standard	No Performance Color
8.8 points below standard	Decreased Significantly -31.5 points	0 Students
Maintained +2.9 points	19 Students	
148 Students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	61.2 points below standard
4 Students	37.4 points below standard	Increased +10.2 points
	Increased +9.9 points	27 Students
	60 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 0 Students	No Performance Color 0 Students	Less than 11 Students 3 Students	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 42.5 points below standard Decreased -7.9 points 40 Students	Less than 11 Students 10 Students	No Performance Color 0 Students	Green 4.6 points above standard Maintained +1.8 points 92 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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
115.3 points below standard Decreased Significantly -49.7 points 16 Students	Less than 11 Students 4 Students	1.4 points below standard Increased +4 points 127 Students

Conclusions based on this data:

1. Overall Performance:
The Mathematics Performance Indicator demonstrates that in the All Students category, students scored at the Yellow (medium) level based on state criteria for the 2022-2023 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 yellow level at 37.4 points below standard but showed an increase of 9.9 points over the prior year.
Students with Disabilities were not given a color but scored below standard.

3. Race/Ethnicity:
The Mathematics Performance by Race/Ethnicity Indicator demonstrates that students in the White Student Group scored in the Green (high)performance level at 4.6 points above standard. This is based on the data for 92 students.
Students in the Hispanic Student Group scored in the Orange (low)performance level at 42.5 points below standard. This is based on the data for 40 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.

English Learners:
The English Language Arts Data Comparisons for English Learners indicates that:
Current English Learners scored 115.3 points below standard. This is based on the data for 16 students.
English Only students scored 1.4 points below standard. This is based on the data for 127 students.

School and Student Performance Data

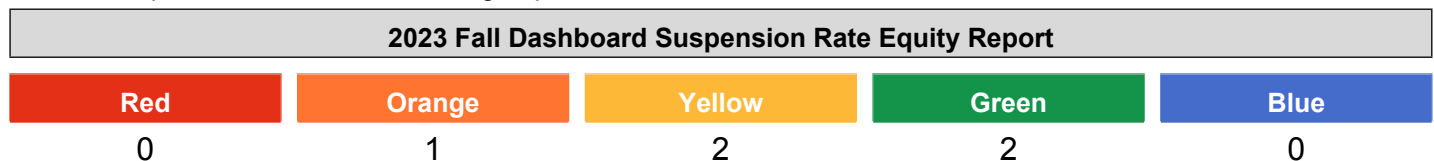## Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
37.1 points above standard making progress towards English language proficiency
Number of EL Students: 35 Students
Performance Level: 2

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.

2023 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
11	11	5	8

Conclusions based on this data:

1. The English Learner Progess data indicates that 8 students progressed by at least one level, 5 students maintained at a level 4 (highest level) and 11 additional students maintained at their current level.

2. The English Learner Progress data indicates that 11 students decreased by one level.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	2	1	1	0

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Red	Less than 11 Students
14.8% Chronically Absent	23.4% Chronically Absent	
Declined -2.5	Increased 4.3	1 Student
366 Students	47 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
30.8% Chronically Absent	Orange	Yellow
0	23.5% Chronically Absent	18.7% Chronically Absent
13 Students	Declined -1.7	Declined -6
	166 Students	75 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 3 Students	Less than 11 Students 2 Students	Less than 11 Students 5 Students	Less than 11 Students 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 21.8% Chronically Absent Declined -3.4 110 Students	26.7% Chronically Absent Increased 5.8 30 Students	Less than 11 Students 2 Students	Green 9.6% Chronically Absent Declined Significantly -3.8 209 Students

Conclusions based on this data:

1. Overall Performance:
The Chronic Absenteeism Indicator demonstrates that in the All-Students category, students scored at the yellow level with 14.8 percent of the 366 students considered chronically absent based on state criteria for the 2022-2023 school year.   This is an improvement of 2.4% over the prior school year.

2. The Chronic Absenteeism Indicator demonstrates that in the Student Group category:
*English Learner students scored at the Red level with 23.4 percent of the 47 students considered chronically absent based on state criteria for the 2022-2023 school year.
*Socioeconomically Disadvantaged students scored at the Orance level with 23.5 percent of the 166 students considered chronically absent based on state criteria for the 2022-2023 school year.
*Students with disabilities scored at the Yellow level with 18.7 percent of the 75 students considered chronically absent based on state criteria for the 2022-2023 school year.

3. The Chronic Absenteeism Indicator in the Race/Ethnicity category demonstrates the following:
Students in the White Student Group scored at the Green level with 9.6 percent of the 209 students considered chronically absent based on state criteria for the 2022-2023 school year. This was an improvement of 3.8%
Students in the Hispanic Student Group scored at the Orange level with 21.8 percent of the 110 students considered chronically absent based on state criteria for the 2022-2023 school year. This was an improvement of 3.4%

**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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	2	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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Yellow	Less than 11 Students
1.3% suspended at least one day	2.1% suspended at least one day	1 Student
Increased 0.3	Maintained 0	
374 Students	47 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
6.7% suspended at least one day	Orange	Yellow
15 Students	2.3% suspended at least one day	1.3% suspended at least one day
	Increased 1.1	Maintained -0.1
	173 Students	76 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			

African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 3 Students	Less than 11 Students 2 Students	Less than 11 Students 5 Students	Less than 11 Students 5 Students

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 0.9% suspended at least one day Maintained 0 112 Students	0% suspended at least one day Declined -4.2 30 Students	Less than 11 Students 2 Students	Green 0.9% suspended at least one day Maintained 0 215 Students

Conclusions based on this data:

1. Overall Performance:
The Suspension Rate Indicator demonstrates that in the All Students category, we scored at the Orange level with 1.3 percent of students out of a total of 374 students were suspended at least one day during the 2022-2023 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. Student Group Performance
The Suspension Rate Indicator demonstrates that in the Student Group category:
English Learner students were at the Yellow level with 2.1 percent of students out of a total of 47 students were suspended at least one day during the 2022-2023 school year.
Socioeconomically Disadvantaged students were at the Orange level with 2.3 percent of students out of a total of 173 students were suspended at least one day during the 2022-2023 school year.
Students with disabilities were at the Yellow level with 1.3 percent of students out of a total of 76 students were suspended at least one day during the 2022-2023 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 Green level with .9 percent of students out of a total of 215 students were suspended at least one day during the 2022-2023 school year.
Students in the Hispanic Student Group scored at the Green level with .9 percent of students out of a total of 112 students were suspended at least one day during the 2021-22 school year.
The above 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 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 (2023)	In the spring of 2023, 55.35% of Green Valley students met or exceeded standards on the English Language Arts portion of the CAASPP test. In the spring of 2023, 46.54% 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 English Language Arts by 3% and Math by 5%
District Benchmark Assessment Results (2023)	2023 District Assessment Data: First Grade- In 1st grade, 85% of the students met the benchmark for the BPST (Basic Phonics Skills Test), 52% met the Oral Reading Fluency Benchmark and 75% met the benchmark for HFW (High Frequency Words). Second Grade- 64% of our second-grade students met the Dibels Oral Reading Fluency Benchmark and	Student proficiency will increase on all District benchmark assessments to a total of 70% for all grade levels by cohort. 1st grade scores will establish a baseline for moving forward.

Metric/Indicator	Baseline	Expected Outcome
	66% of students met the accuracy benchmark. Third Grade- 67% of our third-grade students met the Dibels Oral Reading Fluency Benchmark and 75% met the accuracy benchmark. Fourth Grade- 66% of our fourth grade students met the Dibels Oral Reading Fluency Benchmark and 81% met the accuracy benchmark. Fifth Grade- 67% of our fifth grade students met the Dibels Oral Reading Fluency Benchmark and 60% met the accuracy benchmark.	
Accelerated Reader (Star Reading Test)	Fall 2023 Star Reading Test Data: 2nd Grade- 64 students At or Above Benchmark - 53.2% (34 students) On Watch - 18.8% (12 students) Intervention -12.5% (8 students) Urgent Intervention - 15.6% (10 students) 3rd Grade-57 students At or Above Benchmark - 56.1% (32 students) On Watch - 21.1% (12 students) Intervention -14% (8 students) Urgent Intervention - 8.8% (5 students) 4th Grade- 48 students At or Above Benchmark -58.4% (28 students) On Watch - 25% (12 students) Intervention - 8.3% (4 students) Urgent Intervention - 8.3% (4 students) 5th Grade- 46 students At or Above Benchmark - 56.5% (26 students) On Watch - 21.7% (10 students) Intervention -8.7% (4 students) Urgent Intervention - 13% (6 students)	We have a goal to improve our percentage of students performing At or Above Benchmark by 5% by the end of the 2023-2024 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 focus on instructional strategies and use trimester math assessments and IAB's to guide instruction. Teachers will use IXL and Reflex Math with students to differentiate instruction based on individual student needs. Teachers will continue to focus on Next Generation Science Standards (NGSS) using TWIG Science, Mystery Science or other NGSS aligned bridge programs.

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/2023-06/30/2024

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	1000.00
Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	Additional materials to support PE prep

Amount	1000.00
Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	Recess Equipment and Supplies

Amount	600.00
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 Licenses
Amount	500.00
Source	ASB
Budget Reference	4000-4999: Books And Supplies
Description	microphones and supplies needed for filming Gator TV

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 1-3 under the supervision of the general education teachers. We have an additional paraeducator who works 2 hours per day 4 days a week to provide Math support to 4th and 5th grade classes. 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

07/01/2023-06/30/2024

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	54000.00
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries

Description	Instructional Aide Salaries for ELA and Math

Amount	9000.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Instructional Aide Benefits

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	15000.00
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

07/01/2023-06/30/2024

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	4800.00
Source	PTO
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Garden Coordinator Stipend plus benefits

Amount	5000.00
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 plus benefits

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 etc
Amount	4000.00
Source	PTO
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	After School Enrichment- Fall and Spring Sessions
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 Sports League Fee
Amount	1400.00
Source	PTO
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Yearbook Club Coordinator Stipends (2 coordinators plus benefits)

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
07/01/2023-06/30/2024

Person(s) Responsible
Administration and Staff

Proposed Expenditures for this Strategy/Activity

Amount	100.00
Source	Site Formula Funds
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	EDCOE SIPPS Registration-1 teacher

Amount	150.00
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Sub Cost for SIPPS training

Amount	10000.00
Source	Site Formula Funds
Description	Varied professional development for staff (Setting Limits, Love & Logic, Jenny Maguire Math, observations of other programs)

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, weekly Gator Gazette email, 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
All Students

Timeline
07/01/2023-06/30/2024

Person(s) Responsible
Administration and Staff

Proposed Expenditures for this Strategy/Activity

Amount	750.00
Source	PTO
Budget Reference	0000: Unrestricted
Description	Meet the Teacher, Gators on the Green

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
Culture and Climate Survey	The RUSD Culture and Climate Survey was administered in the Fall of 2023. This is the first time administering this survey so it will establish the baseline for moving forward. 44 students took the survey. 95% of students responded that teachers and other grown-ups from your school tell you when you are doing a good job. 87% of students responded that they feel safe at school and 59% of student said students at school are well behaved.	We would like to see no responses below an 80% positive outcome which would currenlty apply to 3 questions.
LCAP Parent Survey	The survey indicated that 96.5% of parents surveyed feel Green Valley is a safe place for their child and 96.5% feel Green Valley has adults who really care about students.	We would like to maintain a 90% rating in these categories.
CA School Dashboard for Chronic Absenteeism	The Chronic Absenteeism rate for the 2022-2023 school year was 14.8 % for all students.	Our goal is to decrease this rate by at least 2% for the 2023-2024 school year
CA School Dashboard for Suspension Rates	The 2022-2023 suspension rate was 1.3%.	Our goal is to decrease this rate to 1% or below.

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

07/01/2023-06/30/2024

Person(s) Responsible

Administration and Staff

Proposed Expenditures for this Strategy/Activity

Amount	250.00
Source	Donations
Budget Reference	0000: Unrestricted
Description	Red Ribbon and Kindness 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 Districts Climate and Culture Survey will be administered to students in 3rd- 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

07/01/2023-06/30/2024

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	500.00
Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	Student supports (noise cancelling headphones, wobble stools, weighted items)

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	500.00

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.

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/2023-06/30/2024

Person(s) Responsible

Administration and Staff

Proposed Expenditures for this Strategy/Activity

Amount	1500.00
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Roving Subs for Student Success Team Meetings

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 good.	We will maintain a rating of good.
Williams Act/Uniform Complaints	No Williams Act/Uniform Complaints were received during the 2022-2023 school year.	If a complaint is received,100% of Williams Act/Uniform Complaints will be promptly addressed, and necessary deficits will be corrected.

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

07/01/2023-06/30/2024

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

07/01/2023-06/30/2024

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: 2022-23

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 and Math	We have a goal to increase our school-wide performance by 3% in both Language Arts and Math	We did not meet this goal. We had a decrease of 6.85% in English Language Arts and a decrease of 2.85% in Math.
District Benchmark Assessment Results (2022)	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.	When we look at the cohort data on reading fluency and accuracy: 1st to 2nd grade cohort increased by 4% 2nd to 3rd grade cohort increased by 11% 3rd to 4th grade cohort decreased by 7% 4th to 5th grade cohort decreased by 11%
Accelerated Reader (Star Reading Test)	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.	We did not meet this goal. While every grade level reduced the number of students needing urgent intervention and intervention, we did not increase our at or above benchmark by 5%.

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. California Standards instruction will be supplemented with a variety of resources as needed. Students will continue to participate in literature-based and	Alignment of Instruction with Content Standards: Green Valley Elementary School utilized district adopted, standards-aligned language arts and math curriculum. California Standards instruction was supplemented with a variety of resources as needed. Students continued to participate in literature-based and	PE Instructional Support due to addition of primary prep minutes 4000-4999: Books And Supplies Site Formula Funds 3000.00	Additional PE Materials/Equipment 4000-4999: Books And Supplies Site Formula Funds 2003.87
		Recess Equipment and Supplies 4000-4999: Books And Supplies Site Formula Funds 1000.00	Recess Equipment and Supplies 4000-4999: Books And Supplies Site Formula Funds 793.32
		Teachers Pay Teachers-Supplemental Instructional Resources	Teachers Pay Teachers-Supplemental Instructional Resources

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	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 implementing the Next Generation Science Standards (NGSS) into their instruction using STEM Scopes, Mystery Science, Amplify and Twig pilot materials, and other NGSS aligned bridge programs.	4000-4999: Books And Supplies Site Formula Funds 800.00	4000-4999: Books And Supplies Site Formula Funds 225.00
		Online Learning Contracts for Supplemental Instruction (Reflex Math, IXL) 5000-5999: Services And Other Operating Expenditures District Funded	Online Learning Contracts for Supplemental Instruction (Reflex Math, IXL) 5000-5999: Services And Other Operating Expenditures District Funded
		Accelerated Reader/Star Testing 5000-5999: Services And Other Operating Expenditures District Funded	Accelerated Reader/Star Testing 5000-5999: Services And Other Operating Expenditures 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 supports will be provided using materials shown to be effective in addressing academic deficits and providing differentiated	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 assessment were used to identify students in need of academic intervention, and supports provided using materials shown to be effective in addressing academic deficits and providing differentiated support for students	Incoming Kinder Assessments 1000-1999: Certificated Personnel Salaries Site Formula Funds 500.00	Incoming Kinder Assessments (plus benefit costs) 1000-1999: Certificated Personnel Salaries Site Formula Funds
		Instructional Aide Salaries Reading and Math Intervention and Support 2000-2999: Classified Personnel Salaries Title I 54000.00	Instructional Aide Salaries Reading and Math Intervention and Support 2000-2999: Classified Personnel Salaries Title I 29616.58
		Instructional Aide Benefits 3000-3999: Employee Benefits Title I 5000.00	Instructional Aide Benefits 3000-3999: Employee Benefits Title I 3413.21
		Read Live Licenses 5000-5999: Services And Other Operating Expenditures Site Formula Funds 1035.00	Read Live Licenses 5000-5999: Services And Other Operating Expenditures Site Formula Funds 1035.00
		Substitutes Costs for Trimester Assessment Release Days TK-5 1000-1999: Certificated	Substitutes Costs for Trimester Assessment Release Days TK-5 1000-1999: Certificated

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	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 provided 40 minutes of support to grades 1-5 under the supervision of the general education teachers. Homework support was provided after school for all students. 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.	Personnel Salaries District Funded	Personnel Salaries District Funded
		TK and Kindergarten Aide support for classrooms 2000-2999: Classified Personnel Salaries District Funded	TK and Kindergarten Aide support for classrooms 2000-2999: Classified Personnel Salaries District Funded
		Instructional and Operating Supplies for Teachers 4000-4999: Books And Supplies Site Formula Funds 18000.00	Instructional and Operating Supplies for Teachers 4000-4999: Books And Supplies Site Formula Funds 22853.00
		ST Math 5000-5999: Services And Other Operating Expenditures Title I 4320.00	ST Math 5000-5999: Services And Other Operating Expenditures Title I 4320.00
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 | Extended Learning Time, Opportunities and Support Service

Green Valley Elementary School provided extended learning time and increased educational opportunities for students. Such opportunities included 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, were provided | Garden Coordinator 2000-2999: Classified Personnel Salaries PTO 4000.00 | Garden Coordinator 2000-2999: Classified Personnel Salaries PTO 4000.00 |
| | | Dance Instruction TK-5 5000-5999: Services And Other Operating Expenditures PTO 4000.00 | Dance Instruction TK-5 5000-5999: Services And Other Operating Expenditures PTO 0 |
| | | Athletic Team Coaching Stipends (Volleyball, Cross Country, Basketball) Student Council Stipend 1000-1999: Certificated Personnel Salaries Site Formula Funds 3000.00 | Athletic Team Coaching Stipends (Volleyball, Cross Country, Basketball) Student Council Stipend 1000-1999: Certificated Personnel Salaries Site Formula Funds 2650.00 |

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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	to further enhance students' learning. Second thru fifth grade students had the opportunity to be part of our school choir, and our 4th grade students received music instruction. Our 5th grade students had the opportunity to participate in band. Students did not receive the planned dance instruction as the provider backed out at the last minute and we were not able to secure a replacement. Extracurricular opportunities included: Spelling Bee, Oral Interpretation, Yearbook club for 5th grade students and several afterschool enrichment opportunities. Our intervention program runs three days a week. We have six paraeducators who provided 40 minutes of support to grades 1-5 under the supervision of the general education teachers. All classes visited the library weekly. Primary students heard stories and upper grade students listened to stories as well as receiving mini lessons on research etc. All students had a weekly opportunity to check out library books. Students participated in the Accelerated Reader program to improve their reading lexiles. The librarian tracked the number of words read by students. We celebrated words read each trimester with grade level assemblies. We met our school wide word goal	Choir Teacher Stipend 1000-1999: Certificated Personnel Salaries PTO 1050.00	Choir Teacher Stipend 1000-1999: Certificated Personnel Salaries PTO 1150.00
		Funding Assistance for Grade Level Field Trips 5000-5999: Services And Other Operating Expenditures PTO 3300.00	Funding Assistance for Grade Level Field Trips 5000-5999: Services And Other Operating Expenditures PTO 3300.00
		Reading Carnival, Reading Rewards, PBIS incentives, Leadership T-Shirts 5000-5999: Services And Other Operating Expenditures Site Formula Funds 5000.00	Reading Carnival, Reading Rewards, PBIS incentives, Leadership T-Shirts 5000-5999: Services And Other Operating Expenditures Site Formula Funds 4732.38
		After School Enrichment 1000-1999: Certificated Personnel Salaries PTO 4000.00	After School Enrichment 1000-1999: Certificated Personnel Salaries PTO 2185.00
		After School Enrichment 2000-2999: Classified Personnel Salaries PTO 1000.00	After School Enrichment 1000-1999: Certificated Personnel Salaries PTO 579.00
		Registration fees/ transportation for Spelling Bee, Oral Interpretation and Nature Bowl, Sports League Fee 5000-5999: Services And Other Operating Expenditures Site Formula Funds 1000.00	Registration fees/ transportation for Spelling Bee, Oral Interpretation and Nature Bowl, Sports League Fee 5000-5999: Services And Other Operating Expenditures Site Formula Funds 545.00
		Yearbook Club Coordinator Stipend 1000-1999: Certificated Personnel Salaries PTO 550.00	Yearbook Club Coordinator Stipend 1000-1999: Certificated Personnel Salaries PTO 550.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	and celebrated with a Reading Carnival at the end of the year. In February, wecelebrated "I Love Reading Week" to promote literacy. We are still working on creating a makerspace/Science room.		
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 | Staff Development and Professional Collaboration

Green Valley Elementary School ensured 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 Office of Education will provided increased opportunities for professional development and communities of practice. "Early Release Wednesdays" provided time for 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 | EDCOE SIPPS Registration- 5 aides and 1 teacher 5000-5999: Services And Other Operating Expenditures Site Formula Funds 400.00

Sub Cost for SIPPS training 1000-1999: Certificated Personnel Salaries Site Formula Funds 200.00

Extra duty pay for 5 aides for attending training 2000-2999: Classified Personnel Salaries Site Formula Funds 500.00 | EDCOE SIPPS Registration- 5 aides and 1 teacher 5000-5999: Services And Other Operating Expenditures Site Formula Funds 400.00

Sub Cost for SIPPS training 1000-1999: Certificated Personnel Salaries Site Formula Funds 170.85

Extra duty pay for 5 aides for attending training 2000-2999: Classified Personnel Salaries Site Formula Funds 235.54 |

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
continue training and implementation of PBIS Tiers 1 and 2.	continued training and implementation of PBIS Tiers 1 and 2.		
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	Involvement of Staff, Parents and Community Green Valley 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 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 our site English Language Advisory Committee (ELAC) as well as the District English Language Advisory Committee (DELAC). Stakeholders are informed about opportunities to participate through our school's website, and our weekly Gator Gazette email, 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 Community Hub moved the Raising	Gators on the Green, Meet the Teacher and Kindergarten orientation 0000: Unrestricted PTO 750.00	Gators on the Green, Meet the Teacher and Kindergarten orientation 0000: Unrestricted PTO 750.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
partnership with the Community Hub for children ages 0-5 and their families.	Readers program to the county library.		

Analysis

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

We continue to focus on improving scores in ELA and Math. We have a renewed focus on Science due to the objection of a new Science program for NGSS.

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

Having the additional support provided by paraeducators as well as computerized programs (such as ST Math, IXL, Accelerated Reader) allows us to differentiate for individual student needs.

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

Some costs fluctuated due to scheduling conflicts and programs not being available (such as dance) We also ended up with two vacant aide positions that were not able to be filled in the 22-23 school year.

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

During the 23-24 school year we are using the Math Aide to support only 4th and 5th grade. Teachers have the opportunity to visit other schools during their Math block and we are scheduling a math consultant to focus on Math improvement.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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 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%	We did not administer the Healthy Kids Survey. We have transitioned to a District Culture and Climate Survey.
CA School Dashboard for Chronic Absenteeism	Our goal is to decrease this rate by at least 5% for the 2022-2023 school year	We decreased by 2.4%
CA School Dashboard for Suspension Rates	Our goal is to decrease this number below 1%	Our suspension rate for all students was 1.3% so we did not meet this goal.
CA Schools Parent Survey	We would like increase and/or maintain a minimum of 90% in these categories.	This survey was not administered so we have no data to compare.

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 drills and the staff will be proficient with the use of the Catapult Emergency Response System.	School Safety: Green Valley Elementary School ensured that all students and staff are safe on campus. All employees and students regularly participated in emergency preparedness drills and the staff is proficient with the use of the Catapult Emergency Response System.	Red Ribbon Week Activities 0000: Unrestricted Donations 250.00	Red Ribbon Week Activities 0000: Unrestricted Donations 0.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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 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 are 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 explicitly teach students expected and appropriate behaviors for all locations of our school. The | School Climate and Community Building:

Green Valley Elementary School worked to ensure that all students felt 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 explicitly taught students expected and appropriate behaviors for all locations of our school. The | Dental Puppet Show Assembly None Specified None Specified 0 | |
		Gator Way Incentives (PBIS) 4000-4999: Books And Supplies Donations 500.00	Gator Way Incentives (PBIS) 4000-4999: Books And Supplies Donations 637.29
		Books and Resources for Counseling Center 4000-4999: Books And Supplies Site Formula Funds 500.00	Books and Resources for Counseling Center 4000-4999: Books And Supplies Site Formula Funds 329.36
		Recess Equipment 4000-4999: Books And Supplies Site Formula Funds 500.00	Recess Equipment 4000-4999: Books And Supplies Site Formula Funds 642.85

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	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 counselors were available to assist students with mental health needs. Individual counseling, small group sessions, and whole class instruction were provided. School assemblies were held to celebrate student achievement and character development. 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.	School Counselor 1000-1999: Certificated Personnel Salaries Title I 70000.00 PBIS Facilitator 2000-2999: Classified Personnel Salaries Title I 35000.00 Learning Center Supports (fidgets, wobble chairs, chair bands) 4000-4999: Books And Supplies Donations 1000.00	School Counselor 1000-1999: Certificated Personnel Salaries Title I 34605.00 PBIS Facilitator 2000-2999: Classified Personnel Salaries Title I 22896.86 Learning Center Supports (fidgets, wobble chairs, chair bands) 4000-4999: Books And Supplies Donations 982.53
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	Staff Collaboration and Professional Development: Green Valley Elementary School provided teachers and classified support staff with professional development to continually improve school climate. Topics included Social Emotional Learning (SEL), Trauma	SEL Conference/Training (Registration /Transportation/Lodging) 5000-5999: Services And Other Operating Expenditures Title I 6000.00 Release Time for Grade Level Meetings 1000-1999: Certificated	SEL Conference/Training (Registration /Transportation/Lodging) 5000-5999: Services And Other Operating Expenditures Title I 0 Release Time for Grade Level Meetings 1000-1999: Certificated

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
(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 De-escalation Training provided by El Dorado County Office of Education.	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 County did not provide the anticipated training on Verbal De-escalation	Personnel Salaries Donations 3000.00	Personnel Salaries Donations 2733.60

Analysis

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

Green Valley School has successfully implemented PBIS as well as SEL strategies. Having two school counselors allows for weekly guidance lessons for students. Our PBIS facilitator enables us to be proactive in our approach with students instead of reactive.

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

PBIS as well as employing a second school counselor and PBIS facilitator has shown to be successful based on culture and climate survey results.

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

We did not use the Red Ribbon money as we did activities with materials we already had. The PBIS facilitator salary was lower than anticipated because the position was not filled until October. The amount for the second counselor is less than anticipated because the district is paying for half of the salary.

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 planned at this time.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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 good.	Our rating was good.
Williams Act/Uniform Complaints	If a complaint is received, 100% of Williams Act/Uniform Complaints will be promptly addressed, and necessary deficits will be corrected.	We did not receive any Williams Act or Uniform Complaints

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, Positive Behavior Interventions and Supports, and elements of Restorative Justice.	Staff Collaboration and Professional Development: Green Valley Elementary School provided non-instructional staff including secretaries and custodians with support and opportunities for job related professional growth to improve overall school operations and efficacy. Recognizing the important role that everyone has when it comes to school culture and safety, non-instructional personnel were also be included in trainings pertaining to Social Emotional Learning, Trauma Informed Practices, Positive Behavior Interventions and Supports, and elements of Restorative Justice.	Secretary Trainings 2000-2999: Classified Personnel Salaries District Funded Custodial Trainings 2000-2999: Classified Personnel Salaries District Funded Health Aide Training 2000-2999: Classified Personnel Salaries District Funded	Secretary Trainings 2000-2999: Classified Personnel Salaries District Funded Custodial Trainings 2000-2999: Classified Personnel Salaries District Funded Health Aide Training 2000-2999: Classified Personnel Salaries District Funded

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	Curtains for Stage 5000-5999: Services And Other Operating Expenditures Donations 5000.00	Curtains for Stage 5000-5999: Services And Other Operating Expenditures Donations 0

Analysis

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

Secretaries attend regular training meetings at the District Office. Work orders are submitted and completed in a timely manner.

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

Work orders were completed in a timely manner ensuring safety for students and staff.

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

None

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

None 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	244,755.00

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
ASB	500.00
Donations	9,250.00
PTO	21,300.00
Site Formula Funds	41,385.00
Title I	172,320.00

Expenditures by Budget Reference

Budget Reference	Amount
	10,000.00
0000: Unrestricted	1,000.00
1000-1999: Certificated Personnel Salaries	84,600.00
2000-2999: Classified Personnel Salaries	94,800.00
3000-3999: Employee Benefits	9,000.00
4000-4999: Books And Supplies	20,600.00
5000-5999: Services And Other Operating Expenditures	24,755.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	ASB	500.00
0000: Unrestricted	Donations	250.00
1000-1999: Certificated Personnel Salaries	Donations	3,000.00
4000-4999: Books And Supplies	Donations	1,000.00
5000-5999: Services And Other Operating Expenditures	Donations	5,000.00
0000: Unrestricted	PTO	750.00
1000-1999: Certificated Personnel Salaries	PTO	6,450.00
2000-2999: Classified Personnel Salaries	PTO	5,800.00
5000-5999: Services And Other Operating Expenditures	PTO	8,300.00
	Site Formula Funds	10,000.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	5,150.00
4000-4999: Books And Supplies	Site Formula Funds	19,100.00
5000-5999: Services And Other Operating Expenditures	Site Formula Funds	7,135.00
1000-1999: Certificated Personnel Salaries	Title I	70,000.00
2000-2999: Classified Personnel Salaries	Title I	89,000.00
3000-3999: Employee Benefits	Title I	9,000.00
5000-5999: Services And Other Operating Expenditures	Title I	4,320.00

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

2 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
Tom Briseno	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	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 01/23/24.

Attested:

Michelle Winberg (signature)	Principal, Michelle Winberg on 01/26/24
Colin Scowcroft (signature)	SSC Chairperson, ColinScowcroft on 01/26/24

Addendum

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

Instructions: Linked Table of Contents

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 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	12/9/23
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 503 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 Math Instruction, Trauma Informed Teaching Practices, Restorative Practices, Step Up to Writing, GLAD, Love & Logic, and Social-emotional Learning. Teachers have received training both at the district level and site level this year. 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 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, FRAX Math, Accelerated Reader, Jupiter Grades, SBAC Interim and Comprehensive Assessments. 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. The Multiple Abilities Class has a mentor program available at lunch for students as well. In the 22-23 school year 30 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.

The staff collaborated on the Single Plan during a staff meeting on December 12, 2023. The school site council reviewed, provided feedback, and approved the plan on January 17, 2024. 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**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
American Indian	%	%	0%		0	0
African American	1.5%	1.66%	1.74%	5	8	8
Asian	4.1%	7.68%	8.28%	14	37	38
Filipino	2.0%	1.87%	1.31%	7	9	6
Hispanic/Latino	14.5%	12.66%	14.6%	50	61	67
Pacific Islander	0.9%	0.41%	0.87%	3	2	4
White	75.4%	74.27%	71.9%	261	358	330
Multiple/No Response	1.7%	1.45%	1.31%	6	7	6
			Total Enrollment	346	482	459

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	20-21	**21-22**	**22-23**
Kindergarten	60	92	89
Grade 1	46	79	76
Grade 2	59	66	82
Grade3	57	80	60
Grade 4	71	77	75
Grade 5	53	88	77
Total Enrollment	346	482	459

Conclusions based on this data:

1. It can be concluded from this data that Jackson Elementary School is a fairly homogeneous group of students that has a population that is holding steady. During the reporting period Jackson school provided educational service to 503 students.

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**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	5	7	8	1.4%	1.5%	1.7%
Fluent English Proficient (FEP)	7	10	13	2.0%	2.1%	2.8%
Reclassified Fluent English Proficient (RFEP)	2			40.0%		

Conclusions based on this data:

1. Our EL population is relatively small, but their needs remain an important focus area. All EL students who took the SBAC in spring of 2023 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 MTSS 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	67	80	61	65	76	55	65	76	55	97.0	95.0	90.2
Grade 4	78	76	78	74	75	77	74	75	77	94.9	98.7	98.7
Grade 5	56	86	77	52	83	73	52	83	73	92.9	96.5	94.8
All Grades	201	242	216	191	234	205	191	234	205	95.0	96.7	94.9

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2478.	2484.	2481.	43.08	56.58	38.18	29.23	14.47	38.18	24.62	18.42	18.18	3.08	10.53	5.45
Grade 4	2528.	2533.	2523.	51.35	53.33	42.86	24.32	29.33	25.97	18.92	10.67	18.18	5.41	6.67	12.99
Grade 5	2575.	2557.	2558.	36.54	32.53	38.36	50.00	44.58	41.10	9.62	16.87	10.96	3.85	6.02	9.59
All Grades	N/A	N/A	N/A	44.50	47.01	40.00	32.98	29.91	34.63	18.32	15.38	15.61	4.19	7.69	9.76

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	32.31	35.53	27.27	58.46	53.95	70.91	9.23	10.53	1.82
Grade 4	35.14	44.00	35.06	62.16	49.33	58.44	2.70	6.67	6.49
Grade 5	32.69	31.33	31.51	67.31	65.06	64.38	0.00	3.61	4.11
All Grades	33.51	36.75	31.71	62.30	56.41	63.90	4.19	6.84	4.39

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	27.69	42.11	29.09	66.15	48.68	67.27	6.15	9.21	3.64
Grade 4	29.73	38.67	27.27	64.86	58.67	59.74	5.41	2.67	12.99
Grade 5	44.23	31.33	43.84	46.15	63.86	53.42	9.62	4.82	2.74
All Grades	32.98	37.18	33.66	60.21	57.26	59.51	6.81	5.56	6.83

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	15.38	18.42	18.18	76.92	75.00	76.36	7.69	6.58	5.45
Grade 4	27.03	20.00	23.38	67.57	73.33	72.73	5.41	6.67	3.90
Grade 5	32.69	19.28	20.55	59.62	69.88	72.60	7.69	10.84	6.85
All Grades	24.61	19.23	20.98	68.59	72.65	73.66	6.81	8.12	5.37

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	32.31	32.89	25.45	63.08	59.21	65.45	4.62	7.89	9.09
Grade 4	33.78	18.67	29.87	66.22	76.00	62.34	0.00	5.33	7.79
Grade 5	42.31	31.33	26.03	53.85	66.27	64.38	3.85	2.41	9.59
All Grades	35.60	27.78	27.32	61.78	67.09	63.90	2.62	5.13	8.78

Conclusions based on this data:

1.
In the spring of 2023, 205 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 2021-2022 year. The overall scores show that74.63% of Jackson students met or exceeded standards on the English Language Arts portion of the CAASPP test. This is a decrease of 2.29% from the last reported result in the 2021-2022 school year.

Overall year-over-year performance
The 5th grade students were the highest-performing group when compared against all grades in the area of English Language Arts with 79.46% of students meeting or exceeding standards.

The 3rd grade students were the next highest-performing group when compared against all grades in the area of English Language Arts with 76.36% of students meeting or exceeding standards.

The 4th grade students were the lowest-performing group when compared against all grades in the area of English Language Arts with 68.83% of students meeting or exceeding standards.

2.
In the spring of 2023, Jackson students took a state-modified version of the CAASPP test.

CLAIMS
Across all grade levels, students performed the strongest in the Reading claim. The Research/Inquiry claim had the highest number of students in the "Below Standard" level.

3.
In the spring of 2023, Jackson 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 2021-22.

Cohort Performance

When compared to the prior year (2021-2022), the same group of students declined in their overall performance from their 4th grade to their 3rd grade year in English Language Arts by 2.22% to reach 68.83% of students meeting or exceeding standards.

When compared to the prior year (2021-2022), the same group of students declined in their overall performance from their 5th grade to their 4th grade year in English Language Arts by 3.2% to reach 79.46% of students meeting or exceeding standards.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	67	80	61	65	76	55	65	76	55	97.0	95.0	90.2
Grade 4	78	76	78	74	75	77	74	75	77	94.9	98.7	98.7
Grade 5	56	86	77	52	83	73	52	83	73	92.9	96.5	94.8
All Grades	201	242	216	191	234	205	191	234	205	95.0	96.7	94.9

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

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2492.	2485.	2495.	43.08	42.11	49.09	41.54	42.11	27.27	10.77	7.89	16.36	4.62	7.89	7.27
Grade 4	2523.	2541.	2538.	40.54	42.67	35.06	33.78	38.67	41.56	20.27	14.67	22.08	5.41	4.00	1.30
Grade 5	2554.	2546.	2548.	38.46	32.53	34.25	34.62	26.51	27.40	19.23	32.53	31.51	7.69	8.43	6.85
All Grades	N/A	N/A	N/A	40.84	38.89	38.54	36.65	35.47	32.68	16.75	18.80	23.90	5.76	6.84	4.88

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	50.77	47.37	52.73	47.69	46.05	40.00	1.54	6.58	7.27
Grade 4	45.95	64.00	50.65	47.30	30.67	44.16	6.76	5.33	5.19
Grade 5	36.54	26.51	32.88	53.85	62.65	56.16	9.62	10.84	10.96
All Grades	45.03	45.30	44.88	49.21	47.01	47.32	5.76	7.69	7.80

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	46.15	47.37	41.82	50.77	46.05	43.64	3.08	6.58	14.55
Grade 4	33.78	34.67	36.36	55.41	58.67	59.74	10.81	6.67	3.90
Grade 5	34.62	26.51	21.92	55.77	56.63	69.86	9.62	16.87	8.22
All Grades	38.22	35.90	32.68	53.93	53.85	59.02	7.85	10.26	8.29

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	44.62	50.00	43.64	47.69	43.42	52.73	7.69	6.58	3.64
Grade 4	45.95	37.33	41.56	48.65	60.00	57.14	5.41	2.67	1.30
Grade 5	32.69	16.87	27.40	61.54	74.70	63.01	5.77	8.43	9.59
All Grades	41.88	34.19	37.07	51.83	59.83	58.05	6.28	5.98	4.88

Conclusions based on this data:

1.
In the spring of 2023, 205 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 2021-2022 year. The overall scores show that 71.22% of Jackson students met or exceeded standards on the Math portion of the CAASPP test. This is a decrease of 3.14% from the last reported result in the 2021-2022 school year

Overall year-over-year performance
The 3rd grade students were the highest-performing group when compared against all grades in the area of Math with 84.22% of students meeting or exceeding standards.

The 4th grade students were the next highest-performing group when compared against all grades in the area of Math with 81.34% of students meeting or exceeding standards.

The 5th grade students were the lowest-performing group when compared against all grades in the area of Math with 59.04% of students meeting or exceeding standards

2.
In the spring of 2023, Jackson students took a state-modified version of the CAASPP test.

CLAIMS

Across all grade levels, students performed the strongest in the Communicating Reasoning claim. The Problem Solving and Modeling & Data Analysis claim had the highest number of students in the "Below Standard" level.

3.
In the spring of 2023, 205 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 2021-22.

Cohort Performance:

When compared to the prior year (2021-2022), the same group of students declined in their overall performance from their 4th grade to their 3rd grade year in Math by 7.6% to reach 76.62% of students meeting or exceeding standards.

When compared to the prior year (2021-2022), the same group of students declined in their overall performance from their 5th grade to their 4th grade year in Math by 19.69% to reach 76.62% 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*
3	*	*		*	*		*	*		*	*	
4	*		*	*		*	*		*	*		*
All Grades										5	4	7

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
3	*	*		*	*		*	*		*	*		*	*	
4	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
3	*	*		*	*		*	*		*	*		*	*	
4	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
3	*	*		*	*		*	*		*	*		*	*	
4	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*
3	*	*		*	*		*	*		*	*	
4	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*
3	*	*		*	*		*	*		*	*	
4	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*
3	*	*		*	*		*	*		*	*	
4	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*
3	*	*		*	*		*	*		*	*	
4	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

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

2. Our MTSS 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, 8.3% 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 too small to generate a category on the dashboard.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1.
Academic Performance
Under the Academic Performance Indicator, student performance data indicates that they performed in the Blue Category, or the Very High level for both English Language Arts and Mathematics for the 2022-23 school year.

2. Academic Engagement:

Under the Academic Engagement Indicator, student performance data indicates that the Chronic Absenteeism level is in the Green Category or the low level based on state criteria for the 2022-23 school year.

3. Conditions & Climate:

Under the Conditions & Climate Indicator, school performance data indicates that the Suspension Rate level is in the Blue Category or the Very Low level based on state criteria for the 2022-23 school year.

School and Student Performance Data

Academic Performance
English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	0	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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Less than 11 Students	No Performance Color
53.7 points above standard		
Maintained -2.7 points	6 Students	0 Students
199 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	18.7 points above standard	Orange
	Increased Significantly +33.2 points	35.5 points below standard
2 Students	20 Students	Decreased Significantly -51.6 points
		39 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students

3 Students | No Performance Color

0 Students | 68.7 points above standard

Increased +6 points

13 Students | Less than 11 Students

3 Students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| 6.5 points below standard

Decreased Significantly - 27.5 points

26 Students | Less than 11 Students

5 Students | Less than 11 Students

2 Students | Blue

57.1 points above standard

Maintained -1.3 points

150 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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students

2 Students | Less than 11 Students

4 Students | 53.8 points above standard

Maintained -1.6 points

191 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 blue category or the very high performance level based on state criteria for the 2022-23 school year.

2. Student Group Performance

The English Language Arts Data Comparisons for Socioeconomically Disadvantaged and Students with Disabilities indicates that:

Students in the White Student Group scored in the blue category or the very high performance level, which is 53.7points above standard. This is based on the data for 150 students.

Students with Disabilities scored in the orange level which is 35.5 points below standard. This is based on the data for 39 students.

3. English Learners:

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

Data was not available due to the size of the Student Group.

School and Student Performance Data

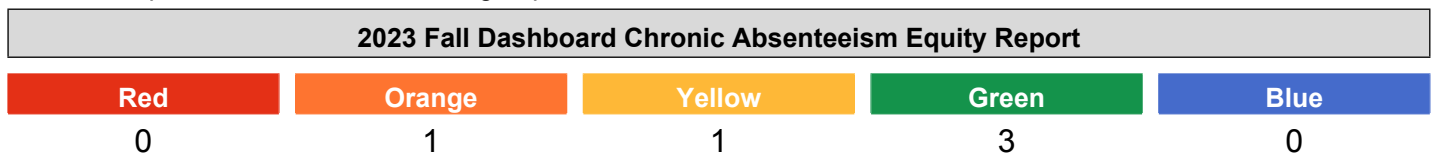## Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	0	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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Less than 11 Students	No Performance Color
43.5 points above standard		0 Students
Maintained +2.4 points	7 Students	
199 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	1.2 points below standard	Orange
	Increased Significantly +15.3 points	32.8 points below standard
2 Students		Decreased Significantly -32.9 points
	20 Students	39 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 3 Students	No Performance Color 0 Students	68.2 points above standard Increased Significantly +43.8 points 13 Students	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
21.4 points below standard Decreased Significantly -39.7 points 26 Students	Less than 11 Students 5 Students	Less than 11 Students 2 Students	Blue 46.8 points above standard Increased +4.6 points 150 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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students 3 Students	Less than 11 Students 4 Students	43.6 points above standard Increased +3.2 points 191 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.

The Math Performance Indicator demonstrates that in the All Students category, students scored at the blue category or the very high performance level based on state criteria for the 2022-23 school year.

2. Student Group Performance
The Math Data Comparisons for Socioeconomically Disadvantaged and Students with Disabilities indicates that:

Students in the White Student Group scored in the blue category or the very high performance level, which is 43.5 points above standard. This is based on the data for 199 students.

Students with Disabilities scored in the orange level which is 32.8 points below standard. This is based on the data for 39 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 Student Group.

School and Student Performance Data

Academic Performance
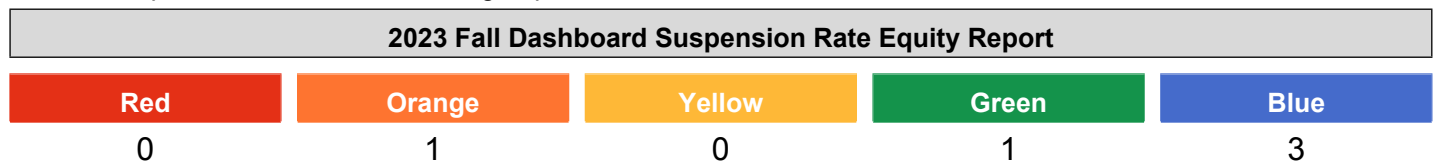## English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
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.

2023 Fall Dashboard Student English Language Acquisition Results

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

Conclusions based on this data:

1. The English Learners Indicator did not receive a performance level score due to having less than the state minimum number of students enrolled based on state criteria.

2. Our three EL students who tested nearly met standards in ELA and Math, we will continue to provide individual support for these students to meet benchmark.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	1	3	0

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Less than 11 Students	No Performance Color
8.1% Chronically Absent		0 Students
Declined Significantly -5.9	8 Students	
472 Students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	Orange
	18.5% Chronically Absent	9.9% Chronically Absent
4 Students	Declined -16.1	Increased 2
	54 Students	71 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 8 Students	No Performance Color 0 Students	Green 5.3% Chronically Absent Declined -13.2 38 Students	Less than 11 Students 6 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 7.5% Chronically Absent Declined -4.8 67 Students	Less than 11 Students 9 Students	Less than 11 Students 4 Students	Green 8.5% Chronically Absent Declined Significantly -5.7 340 Students

Conclusions based on this data:

1. Overall Performance
The Chronic Absenteeism Indicator demonstrates that in the All Students category, students scored in the Green category or the Low performance level as 8.1 percent of students out of a total of 472 students were considered chronically absent based on state criteria for the 2022-23 school year.

2. Student Group

The Chronic Absenteeism Indicator demonstrates that in the Student Group category, Asian, Hispanic and White students scored in the Green category or the Low level as 8.1 percent of students out of a total of 401 students were considered chronically absent based on state criteria for the 2022-23 school year.

The Chronic Absenteeism Indicator demonstrates that in the Student Group category, Socioeconomically Disadvantaged students scored in the Yellow category or the Medium level as 18.5 percent of students out of a total of 54 students were considered chronically absent based on state criteria for the 2022-23 school year.

The Chronic Absenteeism Indicator demonstrates that in the Student Group category, Students with Diabilities students scored in the Orange category or the High level as 9.9 percent of students out of a total of 71 students were considered chronically absent based on state criteria for the 2022-23 school year.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Less than 11 Students	No Performance Color
0.2% suspended at least one day	8 Students	0 Students
Maintained 0		
479 Students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Blue	Orange
5 Students	0% suspended at least one day	1.4% suspended at least one day
	Maintained 0	Increased 1.4
	57 Students	74 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 8 Students	No Performance Color 0 Students	Blue 0% suspended at least one day Maintained 0 38 Students	Less than 11 Students 6 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue 0% suspended at least one day Declined -1.5 70 Students	Less than 11 Students 9 Students	Less than 11 Students 4 Students	Green 0.3% suspended at least one day Increased 0.3 344 Students

Conclusions based on this data:

1. Overall Performance:

The Suspension Rate Indicator demonstrates that in the All Students category, students scored in the Blue category or the Very Low level as 0.2 percent of students out of a total of 479 students were suspended at least one day during the 2022-23 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 in the blue category or the very low level as 0% percent of students out of a total of 57 students were suspended at least one day during the 2022-23 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 in the Orange category or the High level as 1.4% percent of students out of a total of 74 students were suspended at least one day during the 2022-23 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 in the Green category or the level as 0.3% percent of students out of a total of 344 students were suspended at least one day during the 2022-23 school year. This scoring is based on state criteria.

Students in the Asian Student Group scored in the Blue category or the Very Low level as 0% percent of students out of a total of 38 students were suspended at least one day during the 2022-23 school year. This scoring is based on state criteria.

Students in the Hispanic Student Group scored in the Blue category or the Very Low level as 0% percent of students out of a total of 70 students were suspended at least one day during the 2022-23 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
Smarter Balanced Assessment for ELA (2023)	In the spring of 2023, 74.63% of 3rd-5th grade students met or exceeded standards on the English Language Arts portion of the CAASPP test. This is a decrease of 2.29% from the last reported result in the 2021-2022 school year In the spring of 2023, 205 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 2022. As a result, the state did not provide any Claim data, but just an overall score. 3rd Grade - 76% Met or Exceeded (increased by 5%) 4th Grade - 69% Met or Exceeded (decreased by 13%) 5th Grade - 77% Met or Exceeded decreased by 1 %)	We have a goal to increase our school-wide performance by 3% in language arts and 3% in math for the 2023-2024 school year.

Metric/Indicator	Baseline	Expected Outcome
Smarter Balanced Assessment for Math (2023)	In the spring of 2023, 71.22% of 3rd-5th grade students met or exceeded standards on the math portion of the CAASPP test. This is a decrease of 3.14% from the last reported result in the 2021-2022 school year In the spring of 2023, 205 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 - 76% Met or Exceeded (decreased by 8%) 4th Grade - 77% Met or Exceeded (decreased by 5%) 5th Grade - 62% Met or Exceeded (increased by 3%)	We have a goal to increase our school-wide performance by 3% in language arts and 3% in math for the 2023-2024 school year.
Accelerated Reader (Star Reading Test) Baseline	The start of the 2023 year baseline for Accelerated Reader (Star Reading Test) is as follows: 3rd Grade At or Above Benchmark - 75% On Watch - 15% Intervention - 4% Urgent Intervention - 6% 4th Grade At or Above Benchmark - 73% On Watch - 19% Intervention - 7% Urgent Intervention - 1% 5th Grade At or Above Benchmark - 63% On Watch - 24% Intervention - 12% 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 2023-2024 school year. We have moved to a more rigorous reading program this year.
DIBELS (2023)	1st Grade Benchmark Reading Fluency - 72% !st Grade BPST 95% 2nd Grade DORF Fluency-75% 2nd Grade DORF Accuracy- 82% 3rd Grade DORF Fluency- 80%	We have a goal to increase benchmark scores by 3% in the 2023-24 school year.

Metric/Indicator	Baseline	Expected Outcome
	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%	

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 TWIG Science, Mystery Science, school garden lessons,and other NGSS aligned bridge programs.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2023 - 5/2024

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

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

8/2023 - 5/2024

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
Amount	5000.00
Source	Professional Development Block Grant
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Jenny Maguire, Math Consultant
Amount	4785.00
Source	Professional Development Block Grant
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitues for Jenny Maguire
Amount	10,766.54
Source	Site Formula Funds

Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salary plus benefits for first grade ELA Aide ($7911.54 plus $2855.00 for benefits)

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 electives wth choices of 3-D printing,world travel, leadership, coding, and will 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 leadership, coding, robotics, world travel, dance, visual art, and 3-D printing. 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

8/2023 - 5/2024

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

8/20/23 - 5/2024

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

8/2023-5/2024

Person(s) Responsible

Principal, teachers, staff, and parents.

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
Culture and Climate Survey	The RUSD Culture and Climate Survey was administered in the fall of 2023. The RUSD Culture and Climate Survey was administered to 3rd-5th grade students during the 2023-24 school year. The survey indicated that 96% percent of students surveyed feel safe at school most or all of the time. An average of 95% of all students surveyed feel well connected. An average of 95% 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.	Next year our hope is to raise each area on the survey by an additional 2%. Target goals will be 98% for feeling safe at school, 97% for feeling well connected at school, 97% for adults that care abut them, and 98% for feeling treated with respect at school.
LCAP Parent Survey	Parents helped our school put in a new field, and helped plan and implement a new playground along with new school murals. Parents would like a shade structure over the playground. Parents are also interested in seeing more nutricious meals served in our school kitchen.	The district has supported installation of a new field, new playground, and has implemented "scratch cooking" into the school's hot lunch program. The school lunch menu will continue to expand. We will focus on a new shade structure for the new playground in the 23-24 year.

Metric/Indicator	Baseline	Expected Outcome
CA School Dashboard Chronic Absenteeism Rate	Chronic Absenteeism is 8.1% we will continue to focus on reducing this percentage of our student body.	Our goal was to reduce the Chronic Absenteeism Rate by 1% for the 23-24 school year.
CA School Dashboard Suspension Rate	The Suspension Rate fell in the "very low" range on the 2023 dashboard for all students.	Our goal was to reduce the Suspension Rate by 0.2%. As of spring 2023 our suspension remained the same at 0.2% for all students.

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

8/2023 - 5/2024

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 RUSD Culture and Climate Survey will be administered to students in 3rd-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

8/2023 - 5/2024

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	4000
Source	PTO
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Touch of Understanding Assembly for 4th and 5th graders

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

Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Full time School Counselor

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.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2023 - 5/2024

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 2022-2023 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

8/2023 - 5/2024

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

8/2023 - 5/2024

Person(s) Responsible

Principal, Teachers, and Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	500.00
Source	PTO
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Materials for living wall- outdoor classroom for F-Wing.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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 and Math (2023)	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.	English Language Arts decreased by 2.29% and math decreased 3.14% in the categories of met or exceed standards.
Accelerated Reader (Star Reading Test) Baseline (2023)	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.	Only 76% of students in grades 3 - 5 performed At or Above Benchmark at he end of the 2022-2023 school year. The end of the 2023 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%
DIBELS (2023)	We have a goal to increase performance on reading benchmarks by 3%. The end of 2023 benchmark scores are: 1st Grade Benchmark Reading Fluency - 72% !st Grade BPST 95% 2nd Grade DORF Fluency-75% 2nd Grade DORF Accuracy- 82% 3rd Grade DORF Fluency- 80%	1st Grade- Reading Fluency dropped by 2% 1st Grade- BPST decreased by 7% 2nd Grade- Fluency increased by 7%, Accuracy increased by 1% 3rd Grade- Fluency increased by 2%, Accuracy decreased by 4% 4th Grade- Fluency decreased by 6%, Accuracy decreased by 10% 5th Grade- Fluency decreased by 2%, Accuracy decreased by 12%

Metric/Indicator	Expected Outcomes	Actual Outcomes
	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%	

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 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, FRAX Math, and iXL Math with students to differenciate instruction based on individual		Accelerated Reader license 5000-5999: Services And Other Operating Expenditures District Funded	Accelerated Reader license 5000-5999: Services And Other Operating Expenditures District Funded
		IXL Math for the 21-22 school year 5000-5999: Services And Other Operating Expenditures District Funded	IXL Math for the 22-23 school year 5000-5999: Services And Other Operating Expenditures District Funded
		Reflex Math subscription for the 20-21 school year 5000-5999: Services And Other Operating Expenditures District Funded	Reflex Math subscription for the 20-21 school year 5000-5999: Services And Other Operating Expenditures District Funded
		Garden Coordinator 2000-2999: Classified Personnel Salaries PTO 4,000.00	Garden Coordinator 2000-2999: Classified Personnel Salaries PTO 4,000.00
		Garden Coordinator 3000-3999: Employee Benefits PTO 500.00	Garden Coordinator 3000-3999: Employee Benefits PTO 500.00
		STEAM Science Assembly 5000-5999: Services And Other Operating Expenditures Donations 1395.00	STEAM Science Assembly 5000-5999: Services And Other Operating Expenditures Donations 1395.00
		Planetarium Science Assembly 5000-5999: Services And Other Operating Expenditures Donations 1295.00	Planetarium Science Assembly 5000-5999: Services And Other Operating Expenditures Donations 1295.00
		Hydroponics Equipment 4000-4999: Books And Supplies Donations 2000.00	Hydroponics Equipment 4000-4999: Books And Supplies Donations 2000.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
student needs. Teachers will continue to focus on the Next Generation Science Standards (NGSS) using TWIG Science, school garden lessons, and Mystery Science.			
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		Intervention Teacher 3000-3999: Employee Benefits District Funded 12,885.00	Intervention Teacher 3000-3999: Employee Benefits District Funded 12,895.89
		Intervention Teacher 1000-1999: Certificated Personnel Salaries District Funded 52,462.00	Intervention teacher 1000-1999: Certificated Personnel Salaries District Funded 52,461.57
		ESGI Assessment Program 5000-5999: Services And Other Operating Expenditures District Funded	ESGI Assessment Program 5000-5999: Services And Other Operating Expenditures District Funded
		Paraeducators for Intervention in ELA 2000-2999: Classified Personnel Salaries LCFF - Supplemental 10,435.00	Paraeducators for Intervention in ELA 2000-2999: Classified Personnel Salaries LCFF - Supplemental 10,435.20
		Paraeducators for Intervention in ELA 3000-3999: Employee Benefits LCFF - Supplemental 3761.00	Paraeducators for Intervention in ELA 3000-3999: Employee Benefits LCFF - Supplemental 3673.09
		TK/Kindergarten Paraeducators 2000-2999: Classified Personnel Salaries District Funded	TK/Kindergarten Paraeducators 2000-2999: Classified Personnel Salaries District Funded
		Trimester Assessment Substitutes 1000-1999: Certificated Personnel Salaries District Funded	Trimester Assessment Substitutes

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Learners annually to determine the mastery of English Language skills and what instructional support is needed. Technology, including Chromebooks and iPads, will be used to further engage students and extend students' ability to access content and demonstrate understanding.			
Extended Learning Time, Increased Educational Opportunity & Support Services: 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, FRAX 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 work with our 3-D printers 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		School Science Fair 5000-5999: Services And Other Operating Expenditures PTO 1000.00	School Science Fair 5000-5999: Services And Other Operating Expenditures PTO 1095.00
		Spelling Bee 5000-5999: Services And Other Operating Expenditures Site Formula Funds 225.00	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 510.00	Spelling Bee Substitues 1000-1999: Certificated Personnel Salaries Site Formula Funds 420.00
		Oral Interpretation 5000-5999: Services And Other Operating Expenditures Site Formula Funds 48.00	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	Oral Interpretation Substitutes 1000-1999: Certificated Personnel Salaries Site Formula Funds 140.00
		Nature Bowl Substitutes 1000-1999: Certificated Personnel Salaries Site Formula Funds 170.00	Nature Bowl 1000-1999: Certificated Personnel Salaries Site Formula Funds 280.00
		Library Collection 4000-4999: Books And Supplies PTO 2500.00	Library Collection 4000-4999: Books And Supplies PTO 2513.67

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Club. All students in TK-5th 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 leadership, coding, robotics, world travel, dance, visual art, and 3-D printing. 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.			

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 Organization (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.

We continue to focus on improving scores in ELA and Math. We have a renewed focus in Science due to a new NGSS Science adoption.

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

The students have many opportunities for Science experiences due to our new science adotion, science related assemblies, science fair, Family Science Night, and our school garden program. Computerized programs like IXL Math, FRAX Math, and Accelerated Reader allow us to differenciate for individual student needs.

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

Some substitute costs fluctuated based on the number of teachers that coached at academic events.

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.

In the 23-24 school year we will budget for a math consultant in order to continue to our focus on math improvement.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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
LCAP Parent Survey	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.	The Survey indicated that: 94% of parents surveyed feel that Jackson is a safe place for their child. 99% of all parents surveyed feel Jackson has adults who really care about students 96% of all parents surveyed feel that the Jackson school campus is clean and well maintained.
CA School Dashboard Chronic Absenteeism Rate	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%.	. Our Chronic Abcenteeism was 8.1% for spring of 2023. We reduced our Chronic absenteeism by 2.7%.
CA School Dashboard Suspension Rate	Our goal was to reduce the Suspension Rate by 0.2% in spring of 2023.	As of spring 2023 our suspension rate stayed the same at 0.2% for all students. Students With Disabilities increased by 1.4% due to two student suspensions.
RUSd Climate and Culture Survey	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%.	Our data from the Culture and Climate Survey resulted in the same percentage of 96% of students feeling respected by adults at school, There was an increase from 84% to 95% (up 11%) for students feeling that adults at school cared about them. The percentage of students feeling safe at school also increased from 89% to 96% (up 7%). There was an increase in students feeling connected at school the percentage went from 84% to 95% (up 11%). Overall, results were very postive when analyzing the survey data.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
School Safety: Jackson Elementary School will work to ensure that all students and staff are safe on campus. All employees and students will regularly participate in emergency preparedness 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 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.		Red Ribbon Materials 4000-4999: Books And Supplies Site Formula Funds 200	Red Ribbon Materials 4000-4999: Books And Supplies Site Formula Funds 0
School Climate & Community Building:		Folsom Lake College Character Assembly	Folsom Lake College Character Assembly

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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		5700-5799: Transfers Of Direct Costs Site Formula Funds 125	5700-5799: Transfers Of Direct Costs Site Formula Funds 0
		Touch of Understanding Assembly 5000-5999: Services And Other Operating Expenditures PTO 1375	Touch of Understanding Assembly 5000-5999: Services And Other Operating Expenditures PTO 0
		Character Counts/JAG-Y GEM Monthly Celebrations/Goodie bags 4000-4999: Books And Supplies Site Formula Funds 1000	Character Counts/JAG-Y GEM Monthly Celebrations/Goodie bags 4000-4999: Books And Supplies Site Formula Funds 765.46
		Art Materials for Creative Expression 4000-4999: Books And Supplies Site Formula Funds 1500	Art Materials for Creative Expression 4000-4999: Books And Supplies Site Formula Funds 1879.36

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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 RUSD Culture and Climate Survey will be administered to students in 3rd-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 | | 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 0 |

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
and/or refine systems that improve school culture.			

Analysis

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

The PBIS model has been successful at Jackson School as noted by the Culture and Climate Survey data.

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

All percentages about students feeling safe, connected, and cared about on campus increased based on survey results. Students feeling respected stayed the same at 96%.

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

Red Ribbon Funds were not spent because we had plenty of left over materials from the year before to use with students. PBIS site teams met on Early Release Wednesdays, but the district did not bring district wide site teams together so not substitute costs were incurred. Folsom Lake College cancelled their performance. Costs for Touch of Understanding were not used as they were still doing virtual 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.

For the 23-24 school year we will allocate $4,000.00 for both 4th and 5th grade to have Touch of Understanding as the organization will resume on site presentations in person.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Williams Act/Uniform Complaints	100% of Williams Act/Uniform Complaints will be resolved in a timely manner.	There were no Williams Act/Uniform complaints in the 22-23 school year.
Facility Inspection Tool	Facilities will be in "good repair" or higher as measured by the 2022-23 Facility Inspection Tool.	Facilities were deemed to be in "good repair" or higher for the 22-23 school year.

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 School Safety, Social Emotional Learning (SEL), Trauma Informed Practices, Positive Behavioral Interventions and Supports (PBIS), and elements of Restorative Justice.		Secretary Training 2000-2999: Classified Personnel Salaries District Funded	
		Custodial Training 2000-2999: Classified Personnel Salaries District Funded	
		Health Aide Training 2000-2999: Classified Personnel Salaries District Funded	

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

Analysis

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

Secretaries attended regular training throughout the year at our District office. Work orders were filled out in a timely manner.

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

Wrok orders were resolved quickly and our school provided a safe environment for our students and faculty.

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

None.

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

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	116,712.54

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
District Funded	65,347.00
LCFF - Supplemental	14,196.00
Professional Development Block Grant	9,785.00
PTO	12,500.00
Site Formula Funds	14,884.54

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	58,267.00
2000-2999: Classified Personnel Salaries	25,201.54
3000-3999: Employee Benefits	17,146.00
4000-4999: Books And Supplies	5,200.00
5000-5999: Services And Other Operating Expenditures	5,773.00
5700-5799: Transfers Of Direct Costs	125.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00

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
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	10,435.00
3000-3999: Employee Benefits	LCFF - Supplemental	3,761.00
1000-1999: Certificated Personnel Salaries	Professional Development Block Grant	4,785.00
5800: Professional/Consulting Services And Operating Expenditures	Professional Development Block Grant	5,000.00
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	5,500.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	1,020.00
2000-2999: Classified Personnel Salaries	Site Formula Funds	10,766.54
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

1 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

Name of Members	Role
Michele Williamson	Principal
Lisa Jones	Classroom Teacher
Michele Driscoll	Other School Staff
Shawna Hook	Parent or Community Member
Jamie Shaieb	Parent or Community Member
Kortnie Anderson	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 1/17/24

SSC Chairperson, Lisa Jones on 1/17/24

Addendum

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

Instructions: Linked Table of Contents

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 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	Renee Mallot
District Name	Rescue Union School District
SPSA Revision Date	01/26/24
Schoolsite Council (SSC) Approval Date	2/1/2024
Local Board Approval Date	2/4/2024

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.

Table of Contents

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 are inclusive and 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 inspired to reach their full potential and build a strong love for learning, where they 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

Lake Forest Elementary was founded in 1990 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,and 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 2023-24 school year, 410 students in grades TK-5 were enrolled on the Lake Forest campus filling 20 classrooms.

In 2019, the Rescue Union School District moved the elementary Special Day Classes (SDC) to Lake Forest. We have three SDC classes: 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 31 children in those three classes. Many of those 31 students also mainstream into general education classes with aide support, in accordance with their IEPs. The classes are well supported with SDC aides who work in the both the SDC classes and support in general education classes with students who are eligible for those services. In 2023-2024, Lake Forest employed 9 SDC aides, 3 SDC teachers and 1 Registered Behavior Technician (RBT).

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. According to our 2022-2023 Smarter Balanced Assessment (SBAC) data, 69.83% of Lake Forest students met or exceeded standard in ELA and 72.29% of Lake Forest students met or exceeded standard for Math.

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. Lake Forest students also have access to many online programs to help support their learning and differentiates lessons for the students based on their academic level. Teachers monitor student 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. There are two Literacy Intervention Specialists who help support students in grades 1-5 who struggle with reading. There is one Math Intervention Specialist who helps support students in the subject area of math in grades K-5. The curriculum focus is based on California State Standards. These standards are taught at every grade level; current district adopted curriculum includes Benchmark Advance for Language Arts instruction, Houghton Mifflin Go Math program, and Step Up to Writing. Next Generation Science Standards are taught using the newly-adopted Science curriculum, Twig Science, and supplemented with Mystery Science. All instruction is aligned to current NGSS standards. All students, from first to fifth grade have one-to-one access to Chromebooks in their classrooms. Transitional Kindergarten and Kindergarten students use I-pads in small groups. 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.

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 alternative 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. This year, the district purchased a Social-Emotional curriculum, Character Strong, that is being taught by both the teachers and the school counselor during classroom guidance lessons. Our school psychologist works with students in 1:1 therapy sessions in accordance with their Individual Education Plans (IEPs). The school also implemented its I-SWIM (Inclusive, Safe, Work Hard, Integrity, Mindful of Others) tickets, which promotes positive character traits throughout the school campus. In the fall of 2023, a fifth grade leadership team was created, where the focus is on community service, finding ways around school campus to make Lake Forest an even better school community.

The core curriculum is enhanced through special learning activities such as our Science Prep Class, Science instruction for 4th and 5th grade students; outdoor education; life lab garden science; art and health, dramatic and musical productions by guest artists and student performers; and participation in events such as Nature Club, Festival of Oral Interpretation, and Spelling Bee. Field trips include (but are not limited to): Coloma, the El Dorado Hills Library, MOSAC Hands-On Science Museum, Fog Willow Farms, The El Dorado County Courthouse, Safeway and Viscuzos, Sacramento Zoo, Folsom Zoo, the Nimbus Fish Hatchery, the Harris Performing Arts Center, and River Bend Outdoor Education. The Sacramento Puppeteer Company, Sacramento Watershed, Wild Things, and Explor-It are some on-campus field trip experiences who came to Lake Forest. Fifth graders participate in Project Lead, which is a 12-week program taught by El Dorado County's District Attorney, 2 weeks of mock trial prep, and then a culminating field trip to the courthouse in Placerville for a mock trial. Fourth grade students participated in A Touch of Understanding Assembly, which is a day of hands-on experiences to help teach students about tolerance and inclusion. Additionally, learning opportunities are brought to the campus through the support of the fundraising efforts of our Parent Teacher Council. We have an Art Specialist who teaches art to all students in grades TK-5 twice a month. PTC has also funded several assemblies including: Rhythm Magic Music Assembly, Mobile Ed's STEAM Museum, Go Green BMX Air Show, and Mobile Ed's On-Site Planetarium. The school has also invited Kevin Bracy to come and provide a motivational assembly for the second half of the school year.

Each month, students are recognized during our Monthly Awards Assemblies. Students are recognized for their achievements in Reading, Math, and various "achievements" around campus. In addition, students are also recognized for showing outstanding character for the character trait for the month.

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.

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 16, 2023, August 30, 2023, September 5, 2023, and December 5, 2023. Our School Site Council reviewed, provided feedback, and approved the plan on January 16, 2024, and January 23, 2024. The site council team included teachers, parents, 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 Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	0.22%	0.44%	2	1	2
African American	0.3%	0.22%	1.32%	2	1	6
Asian	5.6%	2.21%	3.3%	33	10	15
Filipino	0.8%	1.11%	1.54%	5	5	7
Hispanic/Latino	19.4%	16.37%	17.36%	115	74	79
Pacific Islander	%	0.44%	0.22%		2	1
White	68.4%	73.89%	71.87%	406	334	327
Multiple/No Response	5.2%	5.53%	3.96%	31	25	18
			Total Enrollment	594	452	455

Student Enrollment by Subgroup (table header)

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	51	81	73
Grade 1	60	53	77
Grade 2	47	84	59
Grade3	135	71	92
Grade 4	155	72	76
Grade 5	146	91	78
Total Enrollment	594	452	455

Student Enrollment by Grade Level (table header)

Conclusions based on this data:

1. The number listed for the 20-21 school year includes students in grades 3-6 who are enrolled in the school district's Frontier program (online Independent Student program). Lake Forest was considered the "home school" for all students in grades 3-6 in this online learning program.

2. Our school site enrollment has been maintained steady since 2019 at about 450, currently 455, with 28 students registered in our SDC classes.

3. Our second grade student subgroup shows an increase in students in the 22-23 school year from the 21-22 school year. This may have been due to more students returning to in-person instruction in the 22-23 school year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	29	18	24	4.9%	4.0%	5.3%
Fluent English Proficient (FEP)	19	5	9	3.2%	1.1%	2.0%
Reclassified Fluent English Proficient (RFEP)	4	0		13.8%	0	

Conclusions based on this data:

1. Based on current data, Lake Forest does not currently have a EL subgroup.

2. The students who are identified as EL receive small group and individual instruction to help meet their learning needs and differences.

3. There was an increase in Russian and Ukrainian English Learners at Lake Forest during the 22-23 school year, which is new for this community.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	115	68	89	86	64	86	86	64	86	74.8	94.1	96.6
Grade 4	140	71	72	103	69	71	103	69	71	73.6	97.2	98.6
Grade 5	137	89	76	88	86	75	88	86	75	64.2	96.6	98.7
All Grades	392	228	237	277	219	232	277	219	232	70.7	96.1	97.9

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

Overall Achievement for All Students											
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2466.	2476.	2484.	44.19	56.25	50.00	24.42	17.19	29.07	19.77	15.63	13.95	11.63	10.94	6.98
Grade 4	2513.	2482.	2512.	41.75	30.43	40.85	24.27	28.99	25.35	17.48	20.29	16.90	16.50	20.29	16.90
Grade 5	2555.	2508.	2520.	40.91	23.26	26.67	32.95	30.23	36.00	12.50	26.74	17.33	13.64	19.77	20.00
All Grades	N/A	N/A	N/A	42.24	35.16	39.66	27.08	26.03	30.17	16.61	21.46	15.95	14.08	17.35	14.22

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	33.72	39.06	40.70	58.14	53.13	48.84	8.14	7.81	10.47
Grade 4	38.83	20.29	32.39	54.37	72.46	59.15	6.80	7.25	8.45
Grade 5	27.27	19.77	28.38	63.64	66.28	58.11	9.09	13.95	13.51
All Grades	33.57	25.57	34.20	58.48	64.38	54.98	7.94	10.05	10.82

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	24.71	31.25	31.40	61.18	50.00	59.30	14.12	18.75	9.30
Grade 4	27.18	18.84	22.54	58.25	55.07	64.79	14.56	26.09	12.68
Grade 5	37.50	20.93	18.92	46.59	58.14	60.81	15.91	20.93	20.27
All Grades	29.71	23.29	24.68	55.43	54.79	61.47	14.86	21.92	13.85

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	15.12	21.88	17.44	80.23	70.31	73.26	4.65	7.81	9.30
Grade 4	29.13	14.49	22.54	60.19	69.57	63.38	10.68	15.94	14.08
Grade 5	23.86	20.93	14.86	62.50	69.77	74.32	13.64	9.30	10.81
All Grades	23.10	19.18	18.18	67.15	69.86	70.56	9.75	10.96	11.26

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	24.42	37.50	29.07	68.60	53.13	68.60	6.98	9.38	2.33
Grade 4	35.92	21.74	21.13	53.40	63.77	67.61	10.68	14.49	11.27
Grade 5	42.05	12.79	18.67	52.27	69.77	65.33	5.68	17.44	16.00
All Grades	34.30	22.83	23.28	57.76	63.01	67.24	7.94	14.16	9.48

Conclusions based on this data:

1. In the spring of 2023, Lake Forest 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 2021-2022 year. The overall scores show that 69.83% of Lake Forest students met or exceeded standards on the English Language Arts portion of the CAASPP test. This is a increase of 8.64% from the last reported result in the 2021-2022 school year

   Overall year-over-year performance
   The 3rd grade students were the highest-performing group when compared against all grades in the area of English Language Arts with 79.07% of students meeting or exceeding standards.

   The 4th grade students were the next highest-performing group when compared against all grades in the area of English Language Arts with 66.2% of students meeting or exceeding standards.

   The 5th grade students were the lowest-performing group when compared against all grades in the area of English Language Arts with 62.67% of students meeting or exceeding standards

2. In the spring of 2023, Lake Forest students took a state-modified version of the CAASPP test.

   CLAIMS
   Across all grade levels, students performed the strongest in the Reading claim. The Writing claim had the highest number of students in the "Below Standard" level.

3. In the spring of 2023, Lake Forest 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 2021-22.

   Cohort Performance

   When compared to the prior year (2021-2022), the same group of students improved in their overall performance from their 4th grade to their 5th grade year in English Language Arts by 3.25% to reach 62.67% of students meeting or exceeding standards.

When compared to the prior year (2021-2022), the same group of students declined in their overall performance from their 3rd grade to their 4th grade year in English Language Arts by 7.24% to reach 66.2% 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	115	68	89	87	64	86	87	64	86	75.7	94.1	96.6
Grade 4	140	71	72	103	70	71	103	70	71	73.6	98.6	98.6
Grade 5	137	89	76	88	86	75	88	86	74	64.2	96.6	98.7
All Grades	392	228	237	278	220	232	278	220	231	70.9	96.5	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2467.	2485.	2501.	27.59	40.63	53.49	42.53	37.50	27.91	20.69	14.06	15.12	9.20	7.81	3.49
Grade 4	2519.	2509.	2532.	41.75	35.71	50.70	28.16	28.57	25.35	18.45	24.29	11.27	11.65	11.43	12.68
Grade 5	2536.	2503.	2537.	34.09	20.93	31.08	22.73	24.42	27.03	27.27	25.58	27.03	15.91	29.07	14.86
All Grades	N/A	N/A	N/A	34.89	31.36	45.45	30.94	29.55	26.84	21.94	21.82	17.75	12.23	17.27	9.96

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	36.05	43.75	55.81	55.81	53.13	40.70	8.14	3.13	3.49
Grade 4	45.63	42.86	59.15	40.78	41.43	30.99	13.59	15.71	9.86
Grade 5	37.50	22.09	31.08	42.05	50.00	54.05	20.45	27.91	14.86
All Grades	40.07	35.00	48.92	45.85	48.18	41.99	14.08	16.82	9.09

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	28.74	43.75	51.16	59.77	46.88	45.35	11.49	9.38	3.49
Grade 4	40.78	34.29	40.85	43.69	52.86	45.07	15.53	12.86	14.08
Grade 5	26.14	17.44	27.03	56.82	59.30	58.11	17.05	23.26	14.86
All Grades	32.37	30.45	40.26	52.88	53.64	49.35	14.75	15.91	10.39

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	38.37	46.88	52.33	55.81	45.31	41.86	5.81	7.81	5.81
Grade 4	36.89	32.86	38.03	55.34	55.71	49.30	7.77	11.43	12.68
Grade 5	27.27	10.47	24.32	56.82	69.77	67.57	15.91	19.77	8.11
All Grades	34.30	28.18	38.96	55.96	58.18	52.38	9.75	13.64	8.66

Conclusions based on this data:

1. In the spring of 2023, Lake Forest 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 2021-2022 year. The overall scores show that 72.29% of Lake Forest students met or exceeded standards on the Math portion of the CAASPP test. This is a increase of 11.38% from the last reported result in the 2021-2022 school year

   Overall year-over-year performance
   The 3rd grade students were the highest-performing group when compared against all grades in the area of Math with 81.4% of students meeting or exceeding standards.

   The 4th grade students were the next highest-performing group when compared against all grades in the area of Math with 76.05% of students meeting or exceeding standards.

   The 5th grade students were the lowest-performing group when compared against all grades in the area of Math with 58.11% of students meeting or exceeding standards

2. In the spring of 2023, Lake Forest students took a state-modified version of the CAASPP test.

   CLAIMS
   Across all grade levels, students performed the strongest in the Concepts and Procedures claim. The Problem Solving & Modeling/ Data Analysis claim had the highest number of students in the "Below Standard" level.

3. In the spring of 2023, Lake Forest 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 2021-22.

   Cohort Performance
   When compared to the prior year (2021-2022), the same group of students declined in their overall performance from their 4th grade to their 5th grade year in Math by 6.17% to reach 58.11% of students meeting or exceeding standards.

   When compared to the prior year (2021-2022), the same group of students declined in their overall performance from their 3rd grade to their 4th grade year in Math by 2.08% to reach 76.05% 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	7
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	6
3	*	*	*	*	*	*	*	*	*	6	4	*
4	*	*	*	*	*	*	*	*	*	10	*	5
5	*	*	*	*	*	*	*	*	*	6	5	*
All Grades										27	18	23

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	29.63	22.22	34.78	44.44	33.33	26.09	22.22	16.67	30.43	3.70	27.78	8.70	27	18	23

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	44.44	33.33	30.43	48.15	27.78	52.17	3.70	16.67	13.04	3.70	22.22	4.35	27	18	23

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**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.52	5.56	26.09	29.63	22.22	17.39	33.33	44.44	34.78	18.52	27.78	21.74	27	18	23

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	55.56	38.89	52.17	37.04	50.00	43.48	7.41	11.11	4.35	27	18	23

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	51.85	33.33	26.09	44.44	50.00	65.22	3.70	16.67	8.70	27	18	23

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.93	11.11	23.81	55.56	50.00	61.90	18.52	38.89	14.29	27	18	21

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.81	11.11	39.13	70.37	66.67	47.83	14.81	22.22	13.04	27	18	23

Conclusions based on this data:

1. There was an increase in 22-23 of the number of English Learners at Lake Forest.

2. During the 22-23 school year, the level with the highest percentage of students performing on the Summative ELPAC Assessment was Level 4 with 34.78%. The level with the lowest percentage of students performing on the Summative ELPAC Assessment was Level 1 with 8.7%.

3. During the 22-23 school year, in general, students scored higher on the Oral Language portion of the Summative ELPAC Assessment versus the Written Language portion. 82.6% of students scored in Level 3 & 4 in Oral Language, and 40.48% of students scores in Level 3 & 4 in Written Language.

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 12.5% (56 students) in the 18-19 school year.

2. Students with Disabilities was at 13.4% of the population in 2018-19 school year. This is a total of 60 students.

3. English Learners: These students make up 3.1% (14 students) of the population at Lake Forest.

School and Student Performance Data
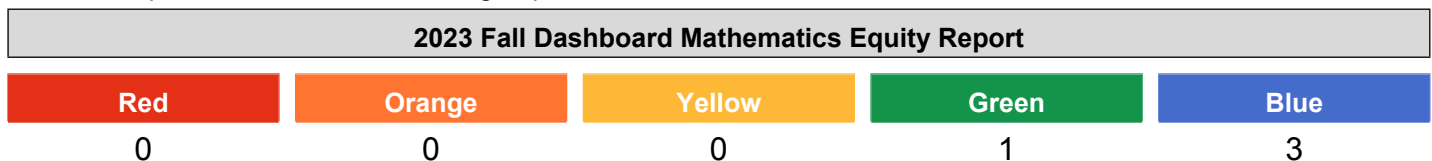
Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Academic Performance
Under the Academic Performance Indicator, student performance data indicates that they performed in the Blue category or the Very High level in English Language Arts and Blue category or the Very High level in Mathematics for the 2022-23 school year.

2.   Academic Engagement
Under the Academic Engagement Indicator, student performance data indicates that the Chronic Absenteeism level is in the Yellow category or the Medium level based on state criteria for the 2022-23 school year.

3.   Conditions & Climate
Under the Conditions & Climate Indicator, school performance data indicates that the Suspension Rate level is in the Green category or the High level based on state criteria for the 2022-23 school year.

School and Student Performance Data

Academic Performance
English Language Arts

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	38.4 points above standard	No Performance Color
41.1 points above standard	Increased Significantly +98.9 points	0 Students
Increased Significantly +22.9 points		
237 Students	14 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Green	Yellow
0 Students	15.2 points above standard	13.3 points below standard
	Maintained +1.8 points	Increased Significantly +58.3 points
	32 Students	51 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 5 Students	Less than 11 Students 1 Student	Less than 11 Students 9 Students	Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue 23.2 points above standard Increased Significantly +34.9 points 41 Students	99.5 points above standard Increased Significantly +27.1 points 13 Students	Less than 11 Students 1 Student	Blue 39.6 points above standard Increased Significantly +17.2 points 166 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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students 9 Students	Less than 11 Students 5 Students	39.8 points above standard Increased Significantly +17.2 points 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 Blue category or the Highest level based on state criteria for the 2022-23 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 Green level which is 15.2 points above standard. This is based on the data for 32 students.
Students with Disabilities scored in the Yellow level which is 13.3 points below standard. This is based on the data for 51 students.

3. 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 Blue performance level which is 39.6 points above standard. This is based on the data for 166 students.

Students in the Hispanic Student Group scored in the Blue performance level which is 23.2 points above standard. This is based on the data for 41students.

*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.

English Learners
The English Language Arts Data Comparisons for English Learners indicates that:
Current English Learners did not receive a performance level score due to having less that the state minimum number of students enrolled based on the state criteria.

English Only students scored 38.9 points above standard. This is based on the data for 218 students.

School and Student Performance Data
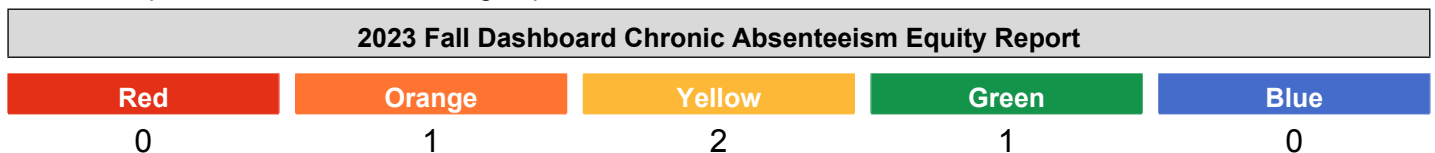
Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	1	3

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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	8.8 points above standard	No Performance Color
42.2 points above standard	Increased Significantly +68.6 points	0 Students
Increased Significantly +30.6 points	14 Students	
237 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Blue	Green
0 Students	14.7 points above standard	4.5 points below standard
	Increased Significantly +20.4 points	Increased Significantly +78.5 points
	32 Students	51 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 5 Students	Less than 11 Students 1 Student	Less than 11 Students 9 Students	Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue 23.6 points above standard Increased Significantly +43.8 points 41 Students	24.5 points above standard Decreased -10.1 points 13 Students	Less than 11 Students 1 Student	Blue 48.4 points above standard Increased Significantly +29 points 166 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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students 9 Students	Less than 11 Students 5 Students	42.7 points above standard Increased Significantly +28.4 points 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 Blue level, which is the highest level based on state criteria for the 2022-23 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 Blue level which is 14.7points above standard. This is based on the data for 32 students.
Students with Disabilities scored in the Green level which is 4.5 points below standard. This is based on the data for 51 students.

3. 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 Blue performance level which is 48.4 points above standard. This is based on the data for 166 students.

Students in the Hispanic Student Group scored in the Blue performance level which is 23.6 points above standard. This is based on the data for 41 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.

English Learners
The English Language Arts/Mathematics Data Comparisons for English Learners indicates that:
Current English 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 42.7 points above standard. This is based on the data for 218 students.

School and Student Performance Data

Academic Performance
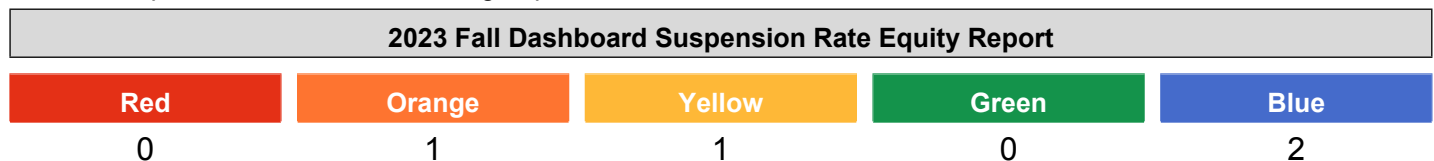## English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
69.2 points above standard making progress towards English language proficiency
Number of EL Students: 13 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.

2023 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	2	0	9

Conclusions based on this data:

1. Out of the 13 EL students, 9 of them progressed at least one ELPI level.

2. While the 13 EL students do not make up a significant subgroup, they scored 69.2 points above standard.

3. 2 of the 13 EL students decreased one ELPI level.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	1	2	1	0

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	14.8% Chronically Absent	No Performance Color
12.7% Chronically Absent	Declined -6.2	0 Students
Declined Significantly -13.2	27 Students	
473 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Yellow
5 Students	31.5% Chronically Absent	16.2% Chronically Absent
	Declined -1.4	Declined -16.4
	73 Students	99 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 6 Students	Less than 11 Students 2 Students	13.3% Chronically Absent Increased 5.6 15 Students	Less than 11 Students 7 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 18.1% Chronically Absent Declined -19.6 83 Students	15.8% Chronically Absent Maintained 0.4 19 Students	Less than 11 Students 2 Students	 Green 10% Chronically Absent Declined Significantly -14 339 Students

Conclusions based on this data:

1. Overall Performance
The Chronic Absenteeism Indicator demonstrates that in the All Students category, students scored in the Yellow category or the Medium performance level as 12.7 percent of students out of a total of 473 students were considered chronically absent based on state criteria for the 2022-23 school year.

2. Student Group
The Chronic Absenteeism Indicator demonstrates that in the Student Group category, Socioeconomically Disadvantaged students scored in the Orange category or the Low level as 31.5 percent of students out of a total of 73 students were considered chronically absent based on state criteria for the 2022-23 school year.
The Chronic Absenteeism Indicator demonstrates that in the Student Group category, Students with Disabilities scores in the Yellow category or the Medium performance level as 16.25 percent of students out of a total of 99 students were considered chronically absent based on state criteria for the 2022-23 school year.

3. Race/Ethnicity
The Chronic Absenteeism Indicator in the Race/Ethnicity category demonstrates the following: (List the data for student groups that have a performance level)
Students in the White Student Group scored in the Green category or the High level as 10 percent of students out of a total of 339 students were considered chronically absent based on state criteria for the 2022-23 school year.

Students in the Hispanic Student Group scored in the Yellow category or the Medium level as 18.1 percent of students out of a total of 83 students were considered chronically absent based on state criteria for the 2022-23 school year.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	1	0	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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	3.7% suspended at least one day	No Performance Color
0.6% suspended at least one day	Increased 3.7	0 Students
Maintained 0	27 Students	
477 Students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Blue	Yellow
6 Students	0% suspended at least one day	2% suspended at least one day
	Maintained 0	Maintained -0.2
	74 Students	101 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 6 Students	Less than 11 Students 2 Students	0% suspended at least one day Maintained 0 15 Students	Less than 11 Students 7 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 1.2% suspended at least one day Increased 1.2 84 Students	0% suspended at least one day Maintained 0 19 Students	Less than 11 Students 2 Students	Blue 0.3% suspended at least one day Declined -0.3 342 Students

Conclusions based on this data:

1. Overall Performance
The Suspension Rate Indicator demonstrates that in the All Students category, students scored in the Green category or the High level as 0.6 percent of students out of a total of 477 students were suspended at least one day during the 2022-23 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 in the Blue category or the Very High level as 0 percent of students out of a total of 74 students were suspended at least one day during the 2022-23 school year. This scoring is based on state criteria.

The Suspension Rate Indicator demonstrates that in the Student Group category, Students with Disabilities scored in the Yellow category or the Medium level as 2 percent of students out of a total of 101 students were suspended at least one day during the 2022-23 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 in the Blue category or the Very High level as 0.3 percent of students out of a total of 342 students were suspended at least one day during the 2022-23 school year. This scoring is based on state criteria.

Students in the Hispanic Student Group scored in the Orange category or the Low level as 1.2 percent of students out of a total of 84 students were suspended at least one day during the 2022-23 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 2023, 69.83% of Lake Forest students met or exceeded standards on the English Language Arts portion of the CAASPP test. This is a increase of 8.64% from the last reported result in the 2021-2022 school year In the spring of 2023, 72.29% of Lake Forest students met or exceeded standards on the math portion of the CAASPP test. This is a increase of 11.38% from the last reported result in the 2021-2022 school year	We have a goal to increase our school-wide performance by 5% in language arts and 3% in math for the 2023-2024 school year.
Accelerated Reader (Star Reading Test)	The end of the 2022-23 school year provided the baseline data for Accelerated Reader (Star Reading Test) is as follows: At or Above Benchmark - 79% On Watch - 9.3% Intervention - 6.6% Urgent Intervention - 5.1%	We have a goal to improve our percentage of students performing At or Above Benchmark by 3% by the end of the 2023-2024 school year.
Reading Fluency (word per minute)	At the end of May 2023, students in grades took a fluency assessment with the DIBELS Oral Reading	Current 2nd graders will achieve an overall proficiency rate of 75%

Metric/Indicator	**Baseline**	**Expected Outcome**
	Fluency assessment. Here are there respective scores: Second Graders: 73% students met their end-of-the-year fluency benchmark Third Graders: 84% students met their end-of-the-year fluency benchmark Fourth Graders: 87% students met their end-of-the-year fluency benchmark Fifth Graders: 81% students met their end-of-the-year fluency benchmark	Current 3rd graders (last year's second graders) will improve their overall proficiency rate from 73% to 77% in May 2024 when assessed using the DIBELS Oral Reading Fluency assessment. Current 4th graders (last year's third graders) will improve their overall proficiency rate from 84% to 86% in May 2024 when assessed using the DIBELS Oral Reading Fluency assessment. Current 5th graders (last year's fourth graders) will improve their overall proficiency rate from 87% to 88% in May 2024 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 State 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 implement the Next Generation Science Standards (NGSS) into their instruction using the newly-adopted Twig Science Curriculum and supplemented with Mystery Science.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/9/23-5/24/24

Person(s) Responsible

Administration
Teachers

Proposed Expenditures for this Strategy/Activity

Source	
	District Funded

Budget Reference	5000-5999: Services And Other 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. Students are recognized for their reading achievement at the monthly assemblies and given certificates as they reach different word benchmark, from 10,000 words to multi-million number of words.

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 Literacy Intervention Specialists will work with small groups of students based on their level of need. 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 will be a focus. Teachers will use IXL Math and Reflex online programs in grades 1-5 to assist students with basic facts and increase proficiency as measured by weekly assessments. The Math Intervention Specialist will work with small groups of students on mastering the mathematics skills that are taught at each grade level. 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 math. 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

8/9/2023-5/24/2024

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 Stipend

Amount	99.16
Source	Site Formula Funds
Budget Reference	3000-3999: Employee Benefits
Description	Literacy Intervention Coordinator Benefits

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	500
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.

Strategy/Activity 3

Extended learning time and increased educational opportunity:

The Literacy Intervention Program (LIP) will support students in grades 1st through 5th (420 instructional hours per specialist) who are struggling with basic phonics skills and reading comprehension. Every six weeks, the LIP Specialists will meet with Administration to review the most current assessment data of their students, and then together 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.

The Math Intervention Specialist wll support students in grades Kinder through 5th grades (420 instructional hours) who are struggling with learning and mastering their math concepts. The Math Intervention Specialist works with students both in the classroom, as well as pulls students out in small groups, dependent upon their level of need.

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 the District Community Liaison, as well as all English Learners will have access to Acellus Online Learning Center. All 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 Tier 2 CSI Meeting and Student Study Teams on a frequent basis to evaluate identified pupils, create actions plans and support growth on the most immediate basis possible. The CSI Team 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

8/9/2023-5/24/2024

Person(s) Responsible

Administration
Teachers
Literacy Intervention Specialists
Math Intervention Specialist

Proposed Expenditures for this Strategy/Activity

Amount	8600
Source	Site Formula Funds
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Literacy Intervention Specialist. Three days a week (4 hours per day) for approximately 35 weeks.

Amount	1586.45
Source	Site Formula Funds
Budget Reference	3000-3999: Employee Benefits
Description	Literacy Intervention Aide Benefits

Amount	8000
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Literacy Intervention Specialist. Three days a week (4 hours per day) for approximately 35 weeks.

Amount	8000
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Math Intervention Specialist: Four days a week (3 hours per day) for approximately 35 weeks.

Source	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	IXL (Language Arts and Math Online Program)

Source	District Funded

Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Reflex Math Online

Amount	2196.61
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Student Study Team Coordinator Stipend & Benefits

Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	The Lake Forest PTC will provide 3 sessions of after school enrichment focusing on a number of activities such as, cooking, art, robotics/engineering, clay, game play, STEM activities, and choir (to name a few). PTC will oversee costs and revenues through the organization's leadership and parental support.

Amount	220
Source	Site Formula Funds
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Fees for academic based competitions, such as El Dorado County Spelling Bee and Festival of Oral Interpretation.

Amount	7500
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 ($1250 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, as well as the new Twig Science curriculum to plan and pace out the lessons as a grade level (just to name a few).

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 and through our District Academies. Release time for teachers to complete trimester assessments and participate in staff development will also be offered through district funds. The school site will provide release time for teachers to observe in other classrooms on site or within the county and to participate in site based staff development, or release time for blended class teachers on field trips or other assignments that require a substitute.

Students to be Served by this Strategy/Activity

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

Timeline

8/9/2023-5/4/2024

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitutes for Trimester Assessments. Salary and benefits.

Source	District Funded
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	10000
Source	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Travel and Conference funds for Professional Development Opportunities

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 and Makers Fair, Santa Breakfast, March Family Glow Dance and Bingo, 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. TK-5 teachers will send home written communications through email, newsletters, Class Dojo and webpages describing current areas of curriculum focus and activities taking place in classrooms. The principal will send out a Weekly News Blast to families, highlighting the events for the week. The principal 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

8/9/2023-5/24/2024

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	11000
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	4000-4999: Books And Supplies
Description	PTC Expenses (Insurance, supplies, printing, tax preparation, website)

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 2023 RUSD Culture and Climate Survey were used to form this goal. This survey was written for all third through fifth graders, with positive permission required. This survey was administered to _____ 3rd-5th graders who attended Lake Forest in-person in December 2023.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
RUSD Culture and Climate Survey	The survey indicated that 88% of students surveyed feel safe at school most or all of the time. 90% of all students surveyed feel well connected with Lake Forest Elementary School.. 87% of students reported a high level of caring and support by staff members towards students. 82% of students reported that they are given a chance to solve school problems.	For the remainder 2023-24 School year, the goal is for the following: Students feeling safe will be increased to an overall score of 90%. Students feeling connected to Lake Forest Elementary School will be increased to an overall score of 92%. Students feeling cared for by staff will be increased to an overall score of 90%.
School Suspension Data	Lake Forest had suspension rate of .6% in 2022-2023.	California school are always looking for alternative ways to reduce suspensions. Despite the very low rate from 2022-23, we will work to cut this rate in half for the 2023-24 school year and work to find other ways to counsel children and support their behavioral and emotional needs.

Metric/Indicator	Baseline	Expected Outcome
LCAP Parent Survey	The survey indicated that 84% of parents surveyed agree/strongly agree that Lake Forest is a safe place for their child. 92% 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 4% Parents agree/strongly agree that school staff really care about students will increase by 2%

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

8/9/2023-5/24/2024

Person(s) Responsible

Administration
Teachers

Proposed Expenditures for this Strategy/Activity

Source	
	District Funded

Budget Reference	4000-4999: Books And Supplies
Description	The purchasing of Emergency Supplies for each classroom that services students. In addition, the purchasing of blackout magnetic window coverings for the doors that have windows in the event of a Lockdown.

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 will receive counseling services four days a week. Our school counselor has been instrumental in providing classroom guidance lessons, running small groups targeting social concerns on campus, and in general is a fantastic resource for students who struggle emotionally during the year. We will also have a full-time school psychologist on Lake Forest campus to help with any 1:1 or small group intensive school therapy sessions. Furthermore, PBIS (Positive Behavioral Interventions and Supports) is being revised for the current year and implemented school-wide. The aspects of PBIS are developed by stakeholders at our site which develop consistent rules, expectations and reward policies (I-SWIM= Inclusive, Safe, Works Hard, Shows Integrity, and is Mindful of Others. The school district purchased and each classroom will have access to implement Social Emotional lessons each week through Character Strong's "Purposefull People" Curriculum.

Students have many options for gaining greater connection to their school. We have student Leadership, Safety Patrol, Peace Patrol, library helpers, buddy classes, enrichment, arts and sports. Students will also receive character education through Character Strong's "Purposefull People" lessons that focus on a monthly trait. Assemblies will also be provided that will focus on tolerance and the inclusion of others. One example of this is our annual "A Touch Of Understanding" presentation for 4th graders has been a benefit to understanding people with disabilities. 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 our Awareness Week, 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 12 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

8/9/2023-5/24/2024

Person(s) Responsible

Administration
Teachers
School Librarian
PTC

Proposed Expenditures for this Strategy/Activity

Amount	1850
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	99.16
Source	Site Formula Funds
Budget Reference	3000-3999: Employee Benefits
Description	Teacher benefits for Student Leadership Program
Amount	450
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher stipend for our Student Leadership 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	305.10
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Peace Patrol Stipend & Benefits
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	Character Strong's "Purposefull People" Tier 1 SEL Curriculum
Amount	2000
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Additional Garden Expenses
Amount	500
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	4000-4999: Books And Supplies
Description	Hospitality expenses provided by Lake Forest PTC at our annual Veterans Day Assembly.
Amount	8000

Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Cost for the Dance Extravaganza

Amount	484.80
Source	Site Formula Funds
Budget Reference	3000-3999: Employee Benefits
Description	Coaches Benefits (Cross Country, Volleyball, Girls and Boys Basketball)

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" categories in 2022-23 on the School Accountability Report Card	In 2023-24, 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

8/9/2023-5/24/2024

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 classified staff members

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. School cameras will be installed so that we can ensure that our campus is a safe place, even when school is not in session. We will engage in school beautification projects with the support of our PTC including, but not limited to wall murals, new Lake Forest painted all sign, a new painted US Map on the blacktop, and a newly-painted Learning Pathway that has self-regulation activities incorporated in it. Building a connection between Social Emotional Needs and our Beautification projects is important at Lake Forest. We will also move our school counselor into a classroom, where she can build a Wellness Center for our students. This provides students a safe place for self-regulate and decompress and interact with peers. In addition, we will be creating a "Cool-Off Room," where students can go to have a safe space to regulate their bodies. 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 Girl Scout and 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

8/9/2023-5/24/2024

Person(s) Responsible

Administration
Teachers
School Counselor
Garden Coordinator
PTC Beautification Committee
RUSD Maintenance Department

Proposed Expenditures for this Strategy/Activity

Amount	10000
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	None Specified

Description	School Beautification Projects
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	Cameras for Surveillance on Lake Forest Campus
Amount	4000
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Stipend for year-long Garden Coordinator position.
Amount	300
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	4000-4999: Books And Supplies
Description	Supplies for the Cool-Off Room
Amount	3800
Source	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	District portion of the Lake Forest murals that were painted
Amount	16100
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	PTC cost of the wall murals

Annual Review and Update

SPSA Year Reviewed: 2022-23

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	When students take the SBAC assessment in the Spring of 2024, the goal is for 72% of students at Lake Forest meet or exceed standards in English Language Arts. When students take the SBAC assessment in the Spring of 2024, the goal is for 75% of students at Lake Forest meet or exceed standards in Mathematics.	In the spring of 2023, 69.83% of Lake Forest students met or exceeded standards on the English Language Arts portion of the CAASPP test. This is a increase of 8.64% from the last reported result in the 2021-2022 school year*** In the spring of 2023, 72.29% of Lake Forest students met or exceeded standards on the math portion of the CAASPP test. This is a increase of 11.38% from the last reported result in the 2021-2022 school year*** ***In the spring of 2023, Lake Forest 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 2022. As a result, the state did not provide any Claim data, but just an overall score.
Accelerated Reader (Star Reading Test) Baseline	We have a goal to improve our percentage of students performing At or Above Benchmark by 3% by the end of the 2023-24 school year.	By the end of the 2022-23 school year, 79% of students performed in the At or Above Benchmark. This was the first year that students took the STAR Assessment through the Accelerated Reader Program, so there is no comparative data from the year prior.
Reading fluency (word per minute)	Current 2nd graders will achieve an overall proficiency rate of 75% in May 2024. Current 3rd graders (last year's second graders) will improve their overall proficiency rate from 73% to 77% in May 2024 when assessed using the DIBELS Oral Reading Fluency assessment.	In May of 2023, students in grades 2-5 took a DIBELS Reading Fluency Assessment. 73% of 2nd graders met benchmark. 84% of 3rd graders met benchmark. 87% of 4th graders met benchmark. 81% of 5th graders met benchmark.

Metric/Indicator	Expected Outcomes	Actual Outcomes
	Current 4th graders (last year's third graders) will improve their overall proficiency rate from 84% to 86% in May 2024 when assessed using the DIBELS Oral Reading Fluency assessment. Current 5th graders (last year's fourth graders) will improve their overall proficiency rate from 87% to 88% in May 2024 when assessed using the DIBELS Oral Reading Fluency assessment.	

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 and supplemental curricula. Teachers will begin to implement the Next Generation Science	Teachers at Lake Forest Elementary used the district-adopted curriculum for Language Arts (Benchmark Advance), Math (Go Math), and Writing (Step-Up-to-Writing). Some teachers piloted Twig Science and Amplify curriculum in the Spring, and then the pilot committee chose to adopt Twig Science for the Fall of 2023 in order to implement the Next Generation Science Standards. For Special Education students, the Sonday phonics program was purchased.	Yearly licensing for supplemental online programs to support writing. reading, social studies, and/or math. 5800: Professional/Consulting Services And Operating Expenditures General Fund 1500	Yearly licensing for Sonday Phonics Program 5800: Professional/Consulting Services And Operating Expenditures Site Formula Funds 1166.64

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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. Improvement of instructional strategies and materials will	Teachers at Lake Forest differentiated both their instruction and assessment to their students. Each trimester, teachers formatively assessed their students to see what students met or exceeded standard, and which students needed extra support. PTC provided a robust enrichment program, where families could pay and register their children to participate in these opportunities and activities. If families could not afford these enrichment classes, they could request a scholarship through PTC. All classes in grades 1-5 utilized Chromebooks in the classroom, and in TK and Kindergarten, students had access to I-Pads for small-group instruction and activities. PTC supported each classroom, and donated $400/classroom for extra classroom supplies. The Accelerated Program is new to the school this year, and the students and teachers were just learning how to navigate the program. While the goal was to have reading incentives involving an Olympic-themed track for students reaching various reading levels, this was	Literacy Intervention Coordinator-Salary and Benefits 1000-1999: Certificated Personnel Salaries Site Formula Funds 450	Literacy Intervention Coordinator 1000-1999: Certificated Personnel Salaries Site Formula Funds 450
		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	Classroom Materials 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 8800
		Accelerated Reader online program for use with school wide incentive program through the Lake Forest library. 5000-5999: Services And Other Operating Expenditures District Funded 2000	Accelerated Reader online program 5000-5999: Services And Other Operating Expenditures District Funded
		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	Materials/Books for the School Library 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 5000
		Science Materials to support hands-on learning and experiments and enhance curriculum for 4th and 5th graders. 4000-4999: Books And Supplies Site Formula Funds 1000	Science materials 4000-4999: Books And Supplies Site Formula Funds 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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 | put on hold for the year. There was one Reading Awards Assembly held at the end of the year, and students received reading awards if they met various reading benchmarks.

The PTC purchased additional materials and books for the school library in the amount of $5000.

There were no additional Science materials that needed to be purchased for hands-on learning experiments.

The district funded received a grant and gave each school site to spend on PE equipment.

The Literacy Intervention Program (LIP) addressed reading concerns in grades 1-3. The Literacy Intervention Coordinator met with teachers every trimester to see if students needed to be moved from various groups and practice a new skill. The LIP Program was game-based, where the focus was to get the students excited about learning how to read. The LIP teachers focused on phonics and phonemic awareness.

Teachers used both paper and pencil Sequential Timed Math tests, as well as the Reflex online program. In addition, some teachers used the online Go Math resources, offering students opportunities to | 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 | PE and Sports Equipment 4000-4999: Books And Supplies District Funded 3000 |

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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	practice their skills they were learning. Teachers in grades 2-5 also used IXL for Math, where students received an IXL tracker of required lessons to complete each week. Some of the 5th grade classes also used Zearn, an online math resource as well.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
keeping in step with current best practices statewide. Teachers will meet together to analyze math data from state and local standards-based assessments and use results to make changes to curriculum, instructional materials, and practices.			
Extended learning time and increased educational opportunity:

The Literacy Intervention Program will continue in grades 3rd through 5th (390 instructional hours) and the with the help of the LIP coordinator, teachers and administration will review student data to recommend at risk readers for interventions. The teachers and LIP coordinator will share fluency and comprehension data at 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. | The Literacy Intervention Program services students in grades 1-3 this year, with the LIP teacher working with students three days per week, for 4 hours per day. Students were grouped according to a skill of focus, and every trimester, the LIP teachers met with the LIP coordinator to make any adjustments. In addition, in December, there were two Co-Op days held, where the LIP teachers met with the MTSS Tier 2 team to discuss any students in which they were concerned.

There was a part-time paraeducator hired for 2 hours per day, five days per week, to assist in the general education classrooms in the first grade classrooms.

In addition, Lake Forest participated in the El Dorado County Spelling Bee, sending teams for grades 1-2, 3-4, and 5..

The school district Community Liaison came to support English Learners 1-2 days per week. | Literacy Intervention Aide. Three days a week (4 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 | Literacy Intervention Aide (Three days a week (4 hours per day) for approximately 30 weeks. 2000-2999: Classified Personnel Salaries Site Formula Funds 7200

Literacy Intervention Aide Benefits 3000-3999: Employee Benefits Site Formula Funds 1586.45

Classroom Intervention Aide (Five days a week, two hours per day) 2000-2999: Classified Personnel Salaries Site Formula Funds 7240

Classroom Intervention Aide Benefits 3000-3999: Employee Benefits Site Formula Funds 1595.26

Before and After-school Intervention (ELA and Math) and Math Enrichment course for advanced students in 5th grade. 1000-1999: Certificated Personnel Salaries Site Formula Funds 250

Reflex Math and IXL (Online programs) 5000-5999: Services And Other Operating Expenditures District Funded |

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	Students had access to online programs such as Reflex, Typing Pal, IXL, and Zearn. Lake Forest created a MTSS Tier 2 team that met every other Thursday to discuss students who needed extra support. After discussing students brought to this team, a member of the team would follow back up with the classroom teacher. If these interventions still did not work, then we would refer the students to a Student Study Team (SST). There was not an opportunity for 5th grade students to take an after-school advanced math course taught by a teacher. A teacher led an intervention course one day per week for a month.	Student Study Team Coordinator stipend. 1000-1999: Certificated Personnel Salaries Site Formula Funds 1800	Student Study Team Coordinator Stipend 1000-1999: Certificated Personnel Salaries Site Formula Funds 1800
		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.)	PTC Enrichment Opportunities for Students 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	Fees for El Dorado County Academic Competition (Spelling Bee) 5800: Professional/Consulting Services And Operating Expenditures Site Formula Funds 450
		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	Field Trip/In-School Presentation Support for all grade levels ($1000/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
will be reviewed as determined by the team and referred to as resources are allocated and placements are made.		(PTA/PFC/PTSO, PTO, etc.) 6000	(PTA/PFC/PTSO, PTO, etc.) 4500
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 | Early-Release Wednesdays were used for many reasons including Teacher Collaboration (for planning and data analysis), Site Collaboration, and District Collaboration (SEL focus).

Lake Forest purchased Haggarty phonics for grades K-3, and those teachers all attended training for implementation of this phonics program.

Teachers also attended Professional Development for Guided Language Acquisition and Design and Love and Logic Training. | Substitutes for Trimester Assessments. Salary and benefits. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 8900 | Substitutes for Trimester Assessments 1000-1999: Certificated Personnel Salaries District Funded |
| | | 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 | Substitute salary and benefits for site-based PBIS training 1000-1999: Certificated Personnel Salaries Site Formula Funds 140 |
| | | Travel and Conference funds 5000-5999: Services And Other Operating Expenditures Site Formula Funds 1000 | Travel and Conference Funds (GLAD, Haggarty, Love & Logic Professional Development 5000-5999: Services And Other Operating Expenditures Site Formula Funds 5963.20 |

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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 substitiue.			
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	Teachers presented grade-level expectations and California Content Standards to parents at Back-to-School Night at the beginning of the year. Teachers then followed back up with parents during Parent ~ Teacher Conferences in November. Consistent school-wide communication through Class Dojo occured, and administration sent home weekly newsletters to families. PTC organized many events throughout the year, some of which were fundraising events, and some of which were community-building events. PTC began to lease their own copier so that they were running any copies under their own equipment.	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	Paper and copy costs for PTC-related correspondence and fliers 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

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.

Instruction from teachers was based on the California Content Standards, which allowed the students to both learn and master the curriculum for their grade level. Consistent weekly communication allowed the parents to know the weekly happenings at Lake Forest Elementary. Funds raised from the Parent Teacher Council (PTC) allowed for extra enrichment opportunities for the students at Lake Forest Elementary. There was a MTSS Tier 2 committee formed during this 2022-23 school year that met every other Thursday to discuss students who needed extra support, offering intervention suggestions to teachers to implement before they got to the Student Study Team (SST) phase.

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

The consistent use of IXL Math was highly beneficial for the students. This allowed the students to both work on spiral review (previously-learned skills), as well as newly-learned skills.
Under the Literacy Intervention Teacher information, the LIP program focused on students in grades 1-3, not 3-5 (as stated in the plan).
The Literacy Intervention Program was successful in that it helped students get excited about learning again, as the students loved going to the LIP class and working with their LIP teacher.

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

Some of the discrepancies between the Proposed Expenditures and Estimated Actual Expenditures were due to the over-estimating of cost under the "proposed" column. In addition, the funds that some of the expenditures actually came out of varied (instead of district-funded, they were site-funded (or vice versa). There was a proposed idea for before and after school tutoring and an advanced math class, but those ideas never came to fruition. There was also more money spent on Professional Development than was allotted. Giving the teachers those professional development opportunities strengthens their instructional strategies and helps the students to be more successful in the classroom.

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 biggest changes for the upcoming year take place under the strategies/activities column, as the strategies and activities are more specific (and break down and describe the goal more).
In addition, the LIP Program for the 2023-24 school year will focus on students in grades 1-5, as there are many upper-grade students who need the reading intervention. Also, the LIP teachers will meet with the LIP Coordinator and school administrator every 6 weeks to go over student data. The LIP teachers will be responsible to collecting and inputting the student data into a spreadsheet prior to these meetings.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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
School Suspension Data	California school are always looking for alternative ways to reduce suspensions. Despite the very low rate from 2022-23, we would like to cut our suspension rate in half in the 2023-24 school year. We will continue to work to find other ways to counsel children an support their behavioral and emotional needs.	Lake Forest had a school suspension rate of 0.6% for the 2022-23 school year.
California School Parent Survey	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%	Lake Forest received the following results from the CSPS: 95% of Parents agree/strongly agree that their child's school is a safe place. 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%

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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	All Lake Forest staff participated in Emergency Drills using the Catapult Response System. School safety and procedures were discussed at Back-to-School Night and reminders were followed up during weekly communication home to parents.		

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

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

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 | A Touch of Understanding Assembly did not take place at Lake Forest Elementary this year.

There was no additional library support donations given.

There was no Student Leadership program; there were no stipends for this position.

There were sports coaches for Cross Country, Volleyball, and Girls and Boys Basketball.

There were many PBIS incentive items purchased.

Pioneer Day did not take place this year.

There was no Garden Grant for the 2022-23 school year.

PTC and parent volunteers helped to put on a Veterans Day Assembly.

There was an outdoor garden area created outside of the third grade classrooms. PTC helped sponsor the project, and a | 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 | A Touch of Understanding Assembly 5000-5999: Services And Other Operating Expenditures Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 0 |
		Library support for new circulation copies for student use and eBooks not supported by Book Fair proceeds. 4000-4999: Books And Supplies Donations 2000	Library Support for new circulation copies for student use and eBooks not supports by Book Fair proceeds 4000-4999: Books And Supplies Donations 0
		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	Teacher Stipends for Student Leadership 1000-1999: Certificated Personnel Salaries Site Formula Funds 0
		Coaches stipends for school sports teams (Volleyball, Cross Country and Basketball x2). 1000-1999: Certificated Personnel Salaries Site Formula Funds 2200	Coach Stipends 1000-1999: Certificated Personnel Salaries Site Formula Funds 2200

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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	Girl Scout completed the project for her high honors badge. The District Garden Coordinator provided opportunities for students to work in the garden and have classroom garden lessons. Project LEAD came to the 5th grade classes to teach the students about making good choices and the legal system.	Supplies for Character Counts and PBIS materials. 4000-4999: Books And Supplies Donations 500	Supplies for Character Counts and PBIS Materials 4000-4999: Books And Supplies Site Formula Funds 488.93
		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	Pioneer Day 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 0
		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	Garden Grant 5000-5999: Services And Other Operating Expenditures Donations 0
		Hospitality expenses provided by Lake Forest PTC at our annual Veterans Day Assembly. 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 200	Veterans Day Assembly Hospitality 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 (PTA/PFC/PTSO, PTO, etc.) 2000	PTC Beautification Budget for Outdoor Reading Area 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 1500

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.			
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 | 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 700 |

Analysis

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

The sports opportunities offered to the students was very positive for those students. There were many strategies that were implemented the years prior to 22-23, but then were not implemented during 22-23.

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

Holding emergency drills allows for both staff and students to know what to do in case of an emergency.

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

There were many Proposed Expenditures that did not follow back for the 22-23 school year, so the estimated actual expenditures for several items was zero.

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 2023-24 school year, an increase in student involvement will help improve the School Culture and Climate at Lake Forest. In addition, for the upcoming school year, we will create a School Culture and Climate Committee, where we will discuss any positives and challenges at Lake Forest. This will be a team of both certificated and classified staff members so that we can brainstorm ways to improve Lake Forest. In addition, for PBIS, instead of purchasing toys for the students to "purchase" with their I-SWIM tickets, giving them experiences they can purchase instead will cut down on that expense.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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 2022-23, we will continue to report concerns to our Facilities Department and upgrade our site as possible through beautification projects to earn the highest rating.	Lake Forest was rated in the "good" category on the Facility Inspection Tool. It is noted that there are some leaky gutters that need to be repaired. In addition, the lines in the parking lot and curbs need to be repainted. There is also some dry-rot that needs to be replaced and repaired.

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	There were trimesterly secretary meetings held, where pertinent information was given to all secretaries to build consistency. Monthly yard supervisor meetings were held at Lake Forest to build consistency and training opportunities amongst the yard supervisor staff.	Trainings for Secretarial and Custodial Staff 5800: Professional/Consulting Services And Operating Expenditures District Funded	Trainings for Secretarial Staff 5800: Professional/Consulting Services And Operating Expenditures District Funded

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.			
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.	There were no Eagle Scout projects completed during the 2022-23 school year at Lake Forest. The PTC worked with Project Luma on designing murals for the upcoming school year as a focus on beautification.	Support for Eagle Scout Projects at Lake Forest School. 4000-4999: Books And Supplies Donations 500	Eagle Scout Projects 4000-4999: Books And Supplies Donations 0
		Stipend for year long Garden Coordinator position. 1000-1999: Certificated Personnel Salaries Site Formula Funds 4250	Stipend for Year-Long Garden Coordinator Position 1000-1999: Certificated Personnel Salaries Site Formula Funds 4000

Analysis

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

The ticket system through the maintenance and technology departments has proven to be effective, as they receive immediate information if there is a need. And then they can dispatch one of their personnel to help. There does need to be some overall painting of buildings and parking lots/curbs and dry-rot repair that needs to be fixed at Lake Forest.

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

Monthly meetings for the classified staff is helpful so that everyone is implementing the same positive behavior support and interventions.

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

There was not an Eagle Scout project completed in the 22-23 school year in the garden (this was the previous year)

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

During the 2023-24 school year, building a connection between the school beautification projects and the social emotional needs of the students is going to be a focus. Building areas where students can have a safe space to regulate their minds and bodies is going to be essential for their success in school.

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	108,241.28

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
District Funded	13,800.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	73,250.00
Site Formula Funds	21,191.28

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	9,601.71
2000-2999: Classified Personnel Salaries	24,600.00
3000-3999: Employee Benefits	2,269.57
4000-4999: Books And Supplies	12,300.00
5000-5999: Services And Other Operating Expenditures	49,250.00
5800: Professional/Consulting Services And Operating Expenditures	220.00
None Specified	10,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	District Funded	13,800.00
2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	16,000.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	11,800.00
5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	35,450.00
None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	10,000.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	9,601.71
2000-2999: Classified Personnel Salaries	Site Formula Funds	8,600.00
3000-3999: Employee Benefits	Site Formula Funds	2,269.57
4000-4999: Books And Supplies	Site Formula Funds	500.00
5800: Professional/Consulting Services And Operating Expenditures	Site Formula Funds	220.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

2 Parent or Community Members

Name of Members	Role
Renee Mallot	Principal
Marcie Goertz	Classroom Teacher
Erin Shoemake	Classroom Teacher
Rivers Grupp	Classroom Teacher
Katie Mola	Parent or Community Member
Laurel Plewe	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 1/24/2024.

Attested:

Principal, Renee Mallot on 1/26/2024

SSC Chairperson, Laurel Plewe on 1/26/2024

Addendum

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

Instructions: Linked Table of Contents

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: **2023-24**

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	Laurisa Stuart
District Name	Rescue Union Elementary School District
SPSA Revision Date	September 2023 - January 2024
Schoolsite Council (SSC) Approval Date	January 23, 2024
Local Board Approval Date	February 13, 2024

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.

Table of Contents

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 550 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 Twig 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 (4th and 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 2023-2024 School Plan for Student Achievement. Planning began in the spring and continued through the fall of 2023. Feedback, input and Information was obtained through meetings, staff collaboration, as well as analysis of data.

The staff collaborated on the Single Plan during a staff meeting on January 17, 2024 . The school site council reviewed, provided feedback, and approved the plan on January 23, 2024. 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**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
American Indian	0.7%	0.37%	0.37%	3	2	2
African American	1.0%	1.10%	0.73%	4	6	4
Asian	9.1%	15.02%	15.78%	37	82	86
Filipino	2.7%	3.11%	3.67%	11	17	20
Hispanic/Latino	6.4%	7.51%	7.89%	26	41	43
Pacific Islander	%	%	0.37%		0	2
White	72.5%	67.03%	67.71%	295	366	369
Multiple/No Response	7.6%	5.86%	3.49%	31	32	19
			Total Enrollment	407	546	545

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	20-21	**21-22**	**22-23**
Kindergarten	82	91	94
Grade 1	61	92	83
Grade 2	66	92	96
Grade3	57	86	96
Grade 4	66	82	91
Grade 5	75	103	85
Total Enrollment	407	546	545

Conclusions based on this data:

1. Student Group and enrollment have remained similar over the last few years.

2. Our largest Student Group is White, with Asian being second, and Hispanic/Latino being third. Lakeview continues to grow more culturally diverse.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	12	20	15	2.9%	3.7%	2.8%
Fluent English Proficient (FEP)	20	32	34	4.9%	5.9%	6.2%
Reclassified Fluent English Proficient (RFEP)	2			16.7%		

Conclusions based on this data:

1. Our EL student population had increased in recent years but decreased in 22-23. 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	65	88	98	62	88	98	62	88	98	95.4	100.0	100.0
Grade 4	69	83	91	69	82	90	67	82	90	100.0	98.8	98.9
Grade 5	75	101	88	73	101	88	68	101	88	97.3	100.0	100.0
Grade 7		*			*			*				
All Grades	209	273	277	204	272	276	197	272	276	97.6	99.6	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2487.	2463.	2480.	54.84	34.09	43.88	27.42	32.95	31.63	9.68	20.45	19.39	8.06	12.50	5.10
Grade 4	2523.	2544.	2522.	47.76	52.44	46.67	25.37	37.80	23.33	17.91	4.88	22.22	8.96	4.88	7.78
Grade 5	2582.	2557.	2578.	54.41	43.56	52.27	32.35	32.67	34.09	8.82	15.84	10.23	4.41	7.92	3.41
Grade 7		*			*			*			*			*	
All Grades	N/A	N/A	N/A	52.28	43.01	47.46	28.43	34.56	29.71	12.18	13.97	17.39	7.11	8.46	5.43

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	40.32	38.64	32.65	53.23	53.41	59.18	6.45	7.95	8.16
Grade 4	32.84	51.22	32.22	64.18	45.12	63.33	2.99	3.66	4.44
Grade 5	47.06	34.65	36.36	45.59	60.40	57.95	7.35	4.95	5.68
Grade 7		*			*			*	
All Grades	40.10	40.81	33.70	54.31	53.68	60.14	5.58	5.51	6.16

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	29.03	25.00	34.69	61.29	61.36	58.16	9.68	13.64	7.14
Grade 4	35.82	33.33	25.56	58.21	61.73	67.78	5.97	4.94	6.67
Grade 5	55.88	34.65	46.59	38.24	53.47	50.00	5.88	11.88	3.41
Grade 7		*			*			*	
All Grades	40.61	31.37	35.51	52.28	58.30	58.70	7.11	10.33	5.80

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	19.35	15.91	23.47	72.58	73.86	68.37	8.06	10.23	8.16
Grade 4	13.43	32.10	27.78	77.61	60.49	63.33	8.96	7.41	8.89
Grade 5	16.18	15.84	28.41	80.88	79.21	67.05	2.94	4.95	4.55
Grade 7		*			*			*	
All Grades	16.24	21.03	26.45	77.16	71.59	66.30	6.60	7.38	7.25

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	40.32	25.00	29.59	56.45	67.05	63.27	3.23	7.95	7.14
Grade 4	32.84	25.61	26.67	64.18	71.95	66.67	2.99	2.44	6.67
Grade 5	36.76	27.72	40.91	58.82	66.34	52.27	4.41	5.94	6.82
Grade 7		*			*			*	
All Grades	36.55	26.10	32.25	59.90	68.38	60.87	3.55	5.51	6.88

Conclusions based on this data:

1. In the spring of 2023, 276 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 2021-2022 year. The overall scores show that 77.17% of students met or exceeded standards on the English Language Arts portion of the CAASPP test. This is a slight decrease of 0.4% from the last reported result in the 2021-2022 school year

   Overall year-over-year performance:
   The 5th grade students were the highest-performing group when compared against all grades in the area of English Language Arts with 86.36% of students meeting or exceeding standards.

   The 3rd grade students were the next highest-performing group when compared against all grades in the area of English Language Arts with 75.51% of students meeting or exceeding standards.

   The 4th grade students were the lowest-performing group when compared against all grades in the area of English Language Arts with 70% of students meeting or exceeding standards

2. In the spring of 2023, 276 students took a state-modified version of the CAASPP test.

CLAIMS:
Across all grade levels, students performed the strongest in the writing claim. The listening claim had the highest number of students in the "Below Standard" level.

3. In the spring of 2023, 276 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 2021-22.

Cohort Performance
When compared to the prior year (2021-2022), the same group of students improved in their overall performance from their 3rd grade to their 4th grade year in English Language Arts by 2.96% to reach 70% of students meeting or exceeding standards.

When compared to the prior year (2021-2022), the same group of students declined in their overall performance from their 4th grade to their 5th grade year in English Language Arts by 3.88% to reach 86.36% 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	65	88	98	62	88	98	62	88	98	95.4	100.0	100.0
Grade 4	69	83	91	69	82	90	67	81	90	100.0	98.8	98.9
Grade 5	75	101	88	73	101	88	68	101	88	97.3	100.0	100.0
Grade 7		*			*			*				
All Grades	209	273	277	204	272	276	197	271	276	97.6	99.6	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2495.	2478.	2502.	41.94	32.95	45.92	41.94	40.91	44.90	11.29	23.86	6.12	4.84	2.27	3.06
Grade 4	2516.	2537.	2539.	37.31	46.91	45.56	32.84	30.86	27.78	23.88	16.05	25.56	5.97	6.17	1.11
Grade 5	2572.	2553.	2570.	45.59	33.66	48.86	32.35	28.71	26.14	17.65	30.69	15.91	4.41	6.93	9.09
Grade 7		*			*			*			*			*	
All Grades	N/A	N/A	N/A	41.62	37.64	46.74	35.53	33.21	33.33	17.77	23.99	15.58	5.08	5.17	4.35

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	53.23	42.05	61.22	41.94	55.68	36.73	4.84	2.27	2.04
Grade 4	46.27	59.26	52.22	43.28	35.80	44.44	10.45	4.94	3.33
Grade 5	52.94	38.61	50.00	42.65	51.49	45.45	4.41	9.90	4.55
Grade 7		*			*			*	
All Grades	50.76	46.13	54.71	42.64	47.97	42.03	6.60	5.90	3.26

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	43.55	39.77	51.02	48.39	54.55	42.86	8.06	5.68	6.12
Grade 4	26.87	44.44	38.89	61.19	46.91	53.33	11.94	8.64	7.78
Grade 5	30.88	29.70	34.09	61.76	57.43	51.14	7.35	12.87	14.77
Grade 7		*			*			*	
All Grades	33.50	37.64	41.67	57.36	53.14	48.91	9.14	9.23	9.42

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	46.77	29.55	47.96	51.61	63.64	47.96	1.61	6.82	4.08
Grade 4	31.34	44.44	43.33	65.67	44.44	47.78	2.99	11.11	8.89
Grade 5	30.88	32.67	37.50	66.18	58.42	52.27	2.94	8.91	10.23
Grade 7		*			*			*	
All Grades	36.04	35.42	43.12	61.42	55.72	49.28	2.54	8.86	7.61

Conclusions based on this data:

1. In the spring of 2023, 276 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 2021-2022 year. The overall scores show that 80.07% of students met or exceeded standards on the Math portion of the CAASPP test. This is a increase of 9.22% from the last reported result in the 2021-2022 school year

   Overall year-over-year performance:
   The 3rd grade students were the highest-performing group when compared against all grades in the area of Math with 90.82% of students meeting or exceeding standards.

   The 5th grade students were the next highest-performing group when compared against all grades in the area of Math with 75% of students meeting or exceeding standards.

   The 4th grade students were the lowest-performing group when compared against all grades in the area of Math with 75% of students meeting or exceeding standards

2. In the spring of 2023, 276 students took a state-modified version of the CAASPP test.

   CLAIMS:
   Across all grade levels, students performed the strongest in the Concepts and Procedures claim. The Problem Solving and Modeling/Data Analysis claim had the highest number of students in the "Below Standard" level.

3. In the spring of 2023, 276 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 2021-22.

   Cohort Performance:
   When compared to the prior year (2021-2022), the same group of students declined in their overall performance from their 3rd grade to their 4th grade year in Math by 0.52% to reach 73.34% of students meeting or exceeding standards.

When compared to the prior year (2021-2022), the same group of students declined in their overall performance from their 4th grade to their 5th grade year in Math by 2.77% to reach 75% 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1		*	*		*	*		*	*		*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	5	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	4	*
All Grades										13	15	9

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1		*	*		*	*		*	*		*	*		*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	38.46	26.67	*	30.77	60.00	*	23.08	13.33	*	7.69	0.00	*	13	15	*

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1		*	*		*	*		*	*		*	*		*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	53.85	53.33	*	38.46	40.00	*	0.00	6.67	*	7.69	0.00	*	13	15	*

Written Language Percentage of Students at Each Performance Level for All Students														
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1		*	*		*	*		*	*		*	*		*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.77	13.33	*	15.38	40.00	*	30.77	40.00	*	23.08	6.67	*	13	15	*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1		*	*		*	*		*	*		*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	61.54	40.00	*	30.77	60.00	*	7.69	0.00	*	13	15	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1		*	*		*	*		*	*		*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	46.15	73.33	*	53.85	26.67	*	0.00	0.00	*	13	15	*

Grade Level	Reading Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1		*	*		*	*		*	*		*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.77	26.67	*	46.15	66.67	*	23.08	6.67	*	13	15	*

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1		*	*		*	*		*	*		*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.77	26.67	*	61.54	66.67	*	7.69	6.67	*	13	15	*

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 have risen in past years and then declined in the 2022-2023 year.

3. Our EL data has been influenced by several factors. We have had fewer EL students moving into the area.

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
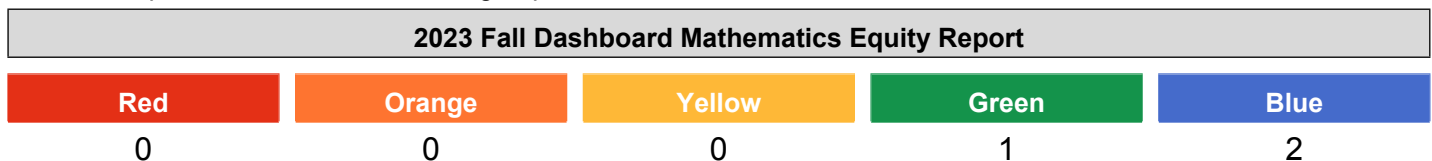
Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Academic Performance:
   Under the Academic Performance Indicator, student performance data indicates that they performed in the Blue category or the Very High level in English Language Arts and Blue category or the Very High level in Mathematics for the 2022-23 school year.

2. | Academic Engagement:
Under the Academic Engagement Indicator, student performance data indicates that the Chronic Absenteeism level is in the Green category or the Low level based on state criteria for the 2022-23 school year.

3. | Conditions & Climate:
Under the Conditions & Climate Indicator, school performance data indicates that the Suspension Rate level is in the Blue category or the Very Low level based on state criteria for the 2022-23 school year.

School and Student Performance Data

Academic Performance
English Language Arts

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	62.3 points above standard	No Performance Color
60.2 points above standard	Increased Significantly +19 points	0 Students
Increased +6.2 points		
270 Students	12 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	54.2 points above standard	Green
0 Students	Increased Significantly +66.2 points	2.6 points above standard
		Increased +9.9 points
	22 Students	34 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American Less than 11 Students 1 Student	**American Indian** Less than 11 Students 2 Students	**Asian** Blue 83 points above standard Increased Significantly +15.4 points 44 Students	**Filipino** Less than 11 Students 6 Students
Hispanic 44.2 points above standard Increased Significantly +16.4 points 24 Students	**Two or More Races** 49.4 points above standard Decreased -11.5 points 17 Students	**Pacific Islander** Less than 11 Students 2 Students	**White** Blue 57.5 points above standard Maintained +0.5 points 175 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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner Less than 11 Students 4 Students	**Reclassified English Learners** Less than 11 Students 8 Students	**English Only** 57.5 points above standard Increased +4.1 points 239 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 Blue category or the Highest level based on state criteria for the 2022-23 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 54.2 points above standard points above standard. This is based on the data for 22 students.

Students with Disabilities scored in the Green level which is 2.6 points above standard. This is based on the data for 34 students.

3. 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 Blue performance level which is 57.5 points above standard. This is based on the data for 175 students.

Students in the Asian Student Group scored in the Blue performance level which is 83 points above standard. This is based on the data for 44 students.

Students in the Hispanic Student Group scored 44.2 points above standard. This is based on the data for 24 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.

English Learners:
The English Language Arts Data Comparisons for English Learners indicates that:
Current English Learners did not show data because there were less than 11 students in this area.

English Only students scored 57.5 points above/below standard. This is based on the data for 239 students.
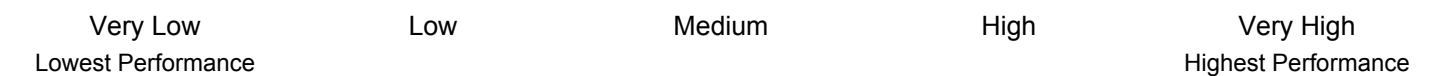
School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.
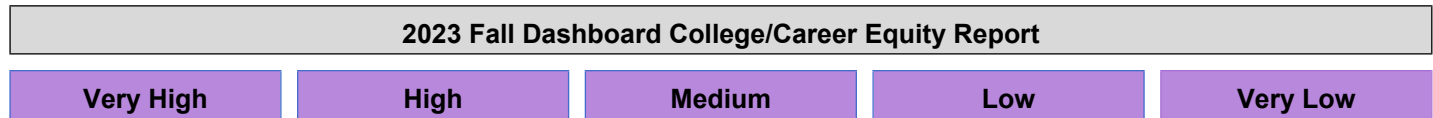
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	1	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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	60.5 points above standard	No Performance Color
57.4 points above standard	Increased +14.1 points	0 Students
Increased Significantly +18.3 points	12 Students	
270 Students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	45.9 points above standard	Green
0 Students	Increased Significantly +51.7 points	20.7 points above standard
	22 Students	Increased +13.5 points
		34 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 1 Student	Less than 11 Students 2 Students	 Blue 89.5 points above standard Increased Significantly +32.9 points 44 Students	Less than 11 Students 6 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
34.8 points above standard Increased Significantly +23.7 points 24 Students	40.5 points above standard Decreased -10.4 points 17 Students	Less than 11 Students 2 Students	 Blue 53.5 points above standard Increased +13.4 points 175 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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students 4 Students	Less than 11 Students 8 Students	53.5 points above standard Increased Significantly +16.8 points 239 Students

Conclusions based on this data:

1. Overall Performance:
The Mathematics Performance Indicator demonstrates that in the All Students category, students scored at the Blue category or the Highest level based on state criteria for the 2022-23 school year.

2. Student Group Performance:
The Mathematics Data Comparisons for Socioeconomically Disadvantaged and Students with Disabilities indicates that:
Socioeconomically Disadvantaged Students scored 45.9 points above standard. This is based on the data for 22 students.

Students with Disabilities scored in the Green level which is 20.7 points above standard. This is based on the data for 34 students.

3. 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 Blue performance level which is 53.5 points above standard. This is based on the data for 175 students.

Students in the Asian Student Group scored in the Blue performance level which is 89.5 points abeove standard. This is based on the data for 44 students.

Students in the Hispanic Student Group scored 34.8 points above standard. This is based on the data for 24 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.

English Learner:
The English Language Arts/Mathematics Data Comparisons for English Learners indicates that:
Current English Learners did not show data because there were less than 11 students in this area.

English Only students scored 53.5 points above standard. This is based on the data for 239 students.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students: 7 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.

2023 Fall Dashboard Student English Language Acquisition Results

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

Conclusions based on this data:

1. Lakeview Elementary EL students are progressing well.

2. Students who decreased and maintained their ELPI level are being monitored closely and are supported.

3. Students at all levels of EL Progress are being supported through integrated and designated ELD instruction. These supports are provided 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 Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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.

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Reportby 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

Academic Engagement
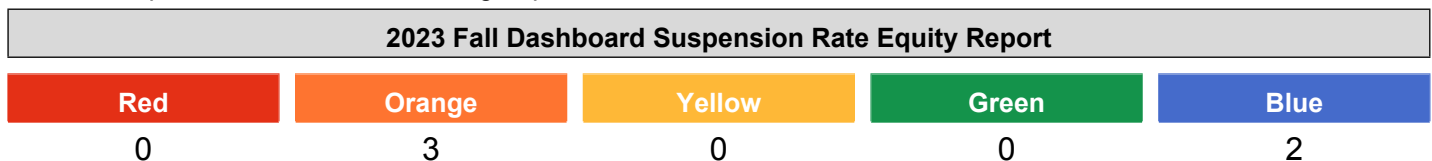## Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	1	2	2	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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green	6.7% Chronically Absent	No Performance Color
9.5% Chronically Absent	Increased 1.7	0 Students
Declined Significantly -8.7	15 Students	
556 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Yellow
0 Students	24.1% Chronically Absent	13.4% Chronically Absent
	Declined -19.5	Declined -2.2
	54 Students	67 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students	Less than 11 Students	Green	0% Chronically Absent
6 Students	2 Students	4.7% Chronically Absent	Declined -17.6
		Declined -10.6	20 Students
		86 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	0% Chronically Absent	Less than 11 Students	Yellow
8.9% Chronically Absent	Declined -18.8	2 Students	10.9% Chronically Absent
Declined -12.5	19 Students		Declined Significantly -7.2
45 Students			376 Students

Conclusions based on this data:

1. Overall Performance:
The Chronic Absenteeism Indicator demonstrates that in the All Students category, students scored in the Green category or the Low performance level as 9.5 percent of students out of a total of 556 students were considered chronically absent based on state criteria for the 2022-23 school year.

2. Student Group:
The Chronic Absenteeism Indicator demonstrates that in the Student Group category, Socioeconomically Disadvantaged students scored in the Orange category or the High level as 24.1 percent of students out of a total of 54 students were considered chronically absent based on state criteria for the 2022-23 school year.

The Chronic Absenteeism Indicator demonstrates that in the Student Group category, Students with Disabilities scored in the Yellow category or the Medium level as 13.4 percent of students out of a total of 67 students were considered chronically absent based on state criteria for the 2022-23 school year.

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

Students in the White Student Group scored in the Yellow category or the Medium level as 10.9 percent of students out of a total of 376 students were considered chronically absent based on state criteria for the 2022-23 school year.

Students in the Asian Student Group scored in the Green category or the Low level as 4.7 percent of students out of a total of 86 students were considered chronically absent based on state criteria for the 2022-23 school year.

Students in the Hispanic Student Group scored in the Green category or the Low level as 8.9 percent of students out of a total of 45 students were considered chronically absent based on state criteria for the 2022-23 school year.

*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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	0	0	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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	0% suspended at least one day	No Performance Color
0.4% suspended at least one day	Maintained 0	0 Students
Maintained 0	15 Students	
558 Students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
0 Students	1.9% suspended at least one day	1.5% suspended at least one day
	Increased 0.3	Increased 1.5
	54 Students	67 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 6 Students	Less than 11 Students 2 Students	 Orange 1.2% suspended at least one day Increased 1.2 86 Students	0% suspended at least one day Maintained 0 20 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Blue 0% suspended at least one day Maintained 0 45 Students	0% suspended at least one day Maintained 0 19 Students	Less than 11 Students 2 Students	 Blue 0.3% suspended at least one day Declined -0.3 378 Students

Conclusions based on this data:

1. Overall Performance:
The Suspension Rate Indicator demonstrates that in the All Students category, students scored in the Blue category or the Very Low level as 0.4 percent of students out of a total of 558 students were suspended at least one day during the 2022-23 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 in the Orange category or the High level as 1.9 percent of students out of a total of 54 students were suspended at least one day during the 2022-23 school year. This scoring is based on state criteria.

The Suspension Rate Indicator demonstrates that in the Student Group category, Students with Disabilities scored in the Orange category or the High level as 1.5 percent of students out of a total of 67 students were suspended at least one day during the 2022-23 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 in the Blue category or the Very Low level as 0.3 percent of students out of a total of 378 students were suspended at least one day during the 2022-23 school year. This scoring is based on state criteria.

Students in the Asian Student Group scored in the Orange category or the High level as 1.2 percent of students out of a total of 86 students were suspended at least one day during the 2022-23 school year. This scoring is based on state criteria.

Students in the Hispanic Student Group scored in the Blue category or the Very Low level as 0 percent of students out of a total of 45 students were suspended at least one day during the 2022-23 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

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 2023, 77.14%% of 270 students met or exceeded standards on the English Language Arts portion of the CAASPP test. This is a decrease o 0.4%% from the last reported result in the 2021-2022 school year In the spring of 2023, 80.07% of 270 students met or exceeded standards on the math portion of the CAASPP test. This is a increase of 9.22% from the last reported result in the 2021-2022 school year In the spring of 2023, 75.51% of 3rd grade students met or exceeded standards in ELA. We will carefully analyze the progress of this cohort as they progress through 4th and 5th grades. 70% of 4th grade students met or exceeded standards in ELA, which represents a 2.96% increase in this cohort's scores in 2022. 86.23% of 5th grade students met or exceeded standards in ELA, which represents 4.01% decrease in this cohort's scores in 2022.	We have a goal to maintain our school-wide performance in language arts and in math for the 2023-2024 school year.

Metric/Indicator	Baseline	Expected Outcome
	In the spring of 2023, 90.82% 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. 73.34% of 4th grade students met or exceeded standards in math, which represents a 0.52% decrease from this cohort's scores in 2022. 75% of 5th grade students met or exceeded standards in math, which represents a 2.77% decrease in this cohort's scores in 2022.	
District Benchmark Assessment Results	2022-2023 Data Revealed:

90% of kindergarten students met benchmark for Sight Words. 91% of kindergarten students met benchmark for Simple Words. 93% met benchmark for Sentence Dictation. 98% met benchmark for Addition Word Problems. 96% met benchmark for Subtraction Word Problems. 95% met benchmark for Counting to 100.

Baseline scores are as follows: 68% of 1st grade students met the BPST benchmark. 78% met the High Frequency Word benchmark. 59% met the reading fluency benchmark.

90% of 2nd grade students (1% grade level decrease/13% cohort increase) met fluency benchmark. 90% (6% decrease) met the accuracy benchmark on the DORF. 92% of 2nd grade students (4% decrease) met the 80% or higher benchmark on the RUSD End of Year GO Math Assessment.

90% of 3rd grade students (1% decrease grade level/0% cohort increase) met fluency benchmark. 94% (1% grade level increase/2% cohort decrease) met the accuracy benchmark on the DORF.

88% of 4th grade students (6% grade level increase/3% cohort decrease) met fluency benchmark. 75% of 4th grade students met accuracy benchmark (14% grade level decrease/18% cohort decrease). 62% of 4th grade students met or | Goals for 2022-2023:

90% of kindergarten students will meet the benchmark for all assessment areas.

75% of 1st grade students will meet the benchmark for all assessment areas.

90% of 2nd grade students will meet the benchmark for all assessment areas.

90% of 3rd grade students will meet the benchmark for all assessment areas.

90% of 4th grade students will meet the benchmark for all assessment areas.

90% of 5th grade students will meet the benchmark for all assessment areas. |

Metric/Indicator	Baseline	Expected Outcome
	exceeded standard on the SBAC Interim Assessment Block - Reading Literature. 79% of 5th grade students (10% grade level decrease/3% cohort decrease) met fluency benchmark. 68% (21% grade level decrease/21% cohort decrease) met accuracy benchmark. 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 Reading Test) - Previously Lexile	The start of the 2023-24 year baseline for Accelerated Reader (Star Reading Test) is as follows: 78.3% of all students in 2nd - 5th grades are currently At or Above Benchmark, and 21.7% of students are currently in need of close monitoring and or intervention, as indicated by the Star Reading Assessment. 2nd Grade AR IRL: 76% of students scored At or Above Benchmark; 18% of students are on watch and have begun intervention; 4% are considered in need of intervention; 3% are considered in need of urgent intervention. 3rd Grade AR IRL: 83% of students scored At or Above Benchmark; 9% of students are on watch and have begun intervention; 4% are considered in need of intervention; 3% are considered in need of urgent intervention. 4th Grade AR IRL: 83% of students scored At or Above Benchmark; 13% of students are on watch and have begun intervention; 4% are considered in need of intervention.	We have a goal to improve our percentage of students performing At or Above Benchmark so that 80% of our students are At or Above the Benchmark.

Metric/Indicator	Baseline	Expected Outcome
	5th Grade AR IRL: 68% of students scored At or Above Benchmark; 22% of students are on watch and have begun intervention; 10% are considered in need of intervention.	

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, Reflex Math, FRAX Math, and Accelerated Reader). Teachers will implement the Next Generation Science Standards (NGSS) into their instruction using Twig Science, 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

8/9/23 - 5/24/24

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	11,200.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Site-wide copies
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	21,000.00
Source	PTO
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Online Learning Contracts for Supplemental Instruction & Student Skill Reinforcement (ST Math, Star Fall, Newsela, Razz Kids, Flocabulary, Spelling City, Brain Pop, Generation Genius)
Amount	2,600.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	$100 Per Teacher for Teachers Pay Teachers Supplemental Instructional Resources
Amount	1,000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Recess Supplies and Equipment
Amount	1,000.00
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	PE Equipment
Amount	1500.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Planners and Homework Folders

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

8/9/23 - 5/24/24

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	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Costs for Incoming Kindergarten Assessments - Extra Duty Pay for Teachers

Amount	10,250.00
Source	LCFF
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	LCFF
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
Amount	62,000.00
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, Sierra Outdoor School Overnight Trip, 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 (4th-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-2nd will receive a 6-week music education program. TK - 5th grade students will receive dance instruction for six weeks. TK-5th grade students will participate in a ceramics and art program. 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

8/9/23 - 5/24/24

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	4,000.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Funding Assistance for Grade Level Field Trips

Amount	800.00
Source	LCFF
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	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Athletic Team Coaching Stipends

Amount	2000.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	IMPACT Advisor Stipends

Amount	1,000.00
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	SOAR Supplies

Amount	2,000.00
Source	PTO
Budget Reference	4000-4999: Books And Supplies
Description	Library Books

Amount	8,700.00
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

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

8/9/23 - 5/24/24

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	5,000.00
Source	Title II Part A: Improving Teacher Quality
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Professional Development with Mister Brown

Amount	1680.00
Source	Title II Part A: Improving Teacher Quality
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	PE Conference

Amount	400.00
Source	Title II Part A: Improving Teacher Quality
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Subs for Release 1/2 day for Science Grade Level Planning

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, Donuts with Grown-ups, 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

8/9/23 - 5/24/24

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 2023-24 School year, the goal is for the following: Students feeling safe will maintain an overall score of 95%. Students feeling connected to Lakeview Elementary School will maintain a score of 78%. Students feeling cared for by staff will maintain a score of 78%. We will be discontinuing the Healthy Kids Survey and will be moving to the Rescue Climate and Culture Survey.
California School Parent Survey	The survey indicated that 97% of parents surveyed agree/strongly agree that Lakeview is a safe place for their child. 98% 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 maintain a score of 98% Parents agree/strongly agree that they are encouraged to be an active partner in the education of their child will maintain a 99% score.

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 maintain a 99% score.
Discipline Data/Aeries Reports	Lakeview's suspension rate for the 2022-2023 school year was .4%.	Lakeview's suspension rate will continue at a very low percentage in 2023-2024. Focus will be placed on behavioral supports and positive community building.
Attendance Data	Lakeview's average attendance rate for the 2022-2023 school year was 9.5%.	There will be a continued focus on the attendance rates for the 2023-2024 school year.

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
8/9/23 - 5/24/24

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

8/9/23 -05/24/24

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	2,000.00
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	SOAR Student Incentives for PBIS

Amount	1,500.00
Source	PTO
Budget Reference	4000-4999: Books And Supplies
Description	SOAR Rewards

Amount	300.00
Source	PTO
Budget Reference	4000-4999: Books And Supplies
Description	Social Emotional Learning Tools for Students

Amount	5,000.00
Source	Title II Part A: Improving Teacher Quality
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Mister Brown's Choose Well Program

Amount	0
Source	None Specified
Budget Reference	None Specified

Description

1-2-3 Wellness Program provided through EDCOE

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 with one area in fair repair.	Facilities will continue to be in good repair.
Williams Act/Uniform Complaints	No Williams Act/Uniform Complaints were received during the 2022-2023 school year.	No Williams Act/Uniform Complaints are expected in the 2023-2024 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

8/9/23 - 5/24/24

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.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/9/23 - 5/24/24

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2022-23

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
District Benchmark Assessment Results	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. 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.	2022-2023 Data: 90% of kindergarten students met benchmark for Sight Words. 91% of kindergarten students met benchmark for Simple Words. 93% met benchmark for Sentence Dictation. 98% met benchmark for Addition Word Problems. 96% met benchmark for Subtraction Word Problems. 95% met benchmark for Counting to 100. Baseline scores are as follows: 68% of 1st grade students met the BPST benchmark. 78% met the High Frequency Word benchmark. 59% met the reading fluency benchmark. 90% of 2nd grade students (1% grade level decrease/13% cohort increase) met fluency benchmark. 90% (6% decrease) met the accuracy benchmark on the DORF. 92% of 2nd grade students (4% decrease) met the 80% or higher benchmark on the RUSD End of Year GO Math Assessment. 90% of 3rd grade students (1% decrease grade level/0% cohort increase) met fluency benchmark. 94% (1% grade level increase/2% cohort decrease) met the accuracy benchmark on the DORF. 88% of 4th grade students (6% grade level increase/3% cohort decrease) met fluency benchmark. 75% of 4th grade students met accuracy benchmark (14% grade level decrease/18% cohort decrease). 62% of 4th grade students met or exceeded standard on the SBAC Interim Assessment Block - Reading Literature.

Metric/Indicator	Expected Outcomes	Actual Outcomes
		79% of 5th grade students (10% grade level decrease/3% cohort decrease) met fluency benchmark. 68% (21% grade level decrease/21% cohort decrease) met accuracy benchmark. 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 Reading Test) - Previously Lexile	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 students will be At or Above Benchmark.	At the end of the 2022-23 year baseline for Accelerated Reader (Star Reading Test) is as follows: 2nd Grade AR IRL: 90% of students scored At or Above Benchmark. 3rd Grade AR IRL: 93% of students scored At or Above Benchmark 4th Grade AR IRL: 83% of students scored At or Above Benchmark 5th Grade AR IRL: 89% of students scored At or Above Benchmark

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Alignment of Instructional with Content Standards: Lakeview Elementary will utilize district adopted, standards-aligned language arts and math curriculum. California Standards instruction will be supplemented with a variety of resources, as needed. Students will continue to participate in	The planned actions were accomplished in the 2022-2023 school year except the District discontinued using Reading Counts and began using Accelerated Reader.	Online Learning Contracts for Supplemental Instruction & Student Skill Reinforcement (Reflex Math, IXL, Learning A-Z) 5000-5999: Services And Other Operating Expenditures District Funded 8,400.00	Online Learning Contracts for Supplemental Instruction & Student Skill Reinforcement (Reflex Math, IXL, Learning A-Z) 5000-5999: Services And Other Operating Expenditures District Funded 8,400.00
		Online Learning Contracts for	Online Learning Contracts for

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. 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, Reflex Math, Reading Counts). Teachers will implement the Next Generation Science Standards (NGSS) into their instruction using Mystery Science, Amplify, and 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		Supplemental Instruction & Student Skill Reinforcement (ST Math, Star Fall, Newsela, Razz Kids, Flocabulary, Spelling City, Brain Pop, Generation Genius) 5000-5999: Services And Other Operating Expenditures PTO 16,000.00	Supplemental Instruction & Student Skill Reinforcement (ST Math, Star Fall, Newsela, Razz Kids, Flocabulary, Spelling City, Brain Pop, Generation Genius) 5000-5999: Services And Other Operating Expenditures PTO 18,000.00
		$100 Per Teacher for Teachers Pay Teachers Supplemental Instructional Resources 4000-4999: Books And Supplies Donations 2,600.00	$100 Per Teacher for Teachers Pay Teachers Supplemental Instructional Resources 4000-4999: Books And Supplies LCFF 1,487
		Recess Supplies and Equipment 4000-4999: Books And Supplies PTO 1,000.00	Recess Supplies and Equipment 4000-4999: Books And Supplies LCFF 1,500.00
		PE Instructional Support Due to Addition of Primary Prep Minutes 4000-4999: Books And Supplies District Funded 3,000.00	PE Instructional Support Due to Addition of Primary Prep Minutes 4000-4999: Books And Supplies District Funded 3,000.00
		PE Equipment 4000-4999: Books And Supplies Site Formula Funds 1,500.00	PE Equipment 4000-4999: Books And Supplies LCFF 3,000.00
		Spark PE Curriculum to Support Increase in PE Classes to 1st - 5th Grades 4000-4999: Books And Supplies Site Formula Funds 900.00	Spark PE Curriculum to Support Increase in PE Classes to 1st - 5th Grades 4000-4999: Books And Supplies LCFF 1,100.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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. 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	The planned actions were accomplished in the 2022-2023 school year.	Sub Costs for Assessment Release Days for Teachers 1000-1999: Certificated Personnel Salaries District Funded 11,600.00	Sub Costs for Assessment Release Days for Teachers 1000-1999: Certificated Personnel Salaries District Funded 12,000.00
		Sub Costs for Incoming Kindergarten Assessments - Release Days for Teachers 1000-1999: Certificated Personnel Salaries Site Formula Funds 1,000.00	Costs for Incoming Kindergarten Assessments - Extra Duty Pay for Teachers 1000-1999: Certificated Personnel Salaries LCFF 1,000.00
		Instructional Aide Salaries (1 Paraeducator) - Intervention Support 2000-2999: Classified Personnel Salaries Site Formula Funds 10,250.00	Instructional Aide Salaries (1 Paraeducator) - Intervention Support 2000-2999: Classified Personnel Salaries LCFF 12,000.00
		Instructional Aide Salaries (2 Paraeducators) - Intervention Support 2000-2999: Classified Personnel Salaries LCFF - Supplemental 23,000.00	Instructional Aide Salaries (2 Paraeducators) - Intervention Support 2000-2999: Classified Personnel Salaries LCFF - Supplemental 24,000.00
		Online Assessment/Learning Support for Reading Intervention (Read Live) 5000-5999: Services	Online Assessment/Learning Support for Reading Intervention (Read Live) 5000-5999: Services

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.		And Other Operating Expenditures PTO 1,035.00	And Other Operating Expenditures PTO 1,035.00
		Additional Mid-Year Intervention Funds - Aide Support 2000-2999: Classified Personnel Salaries District Funded 25,000.00	Additional Mid-Year Intervention Funds - Aide Support 2000-2999: Classified Personnel Salaries District Funded 25,000.00
		Instructional and Operating Supplies for Teachers 4000-4999: Books And Supplies Site Formula Funds 25,000.00	Instructional and Operating Supplies for Teachers 4000-4999: Books And Supplies LCFF 25,000.00
		Teacher Supplies and Paper Costs 4000-4999: Books And Supplies PTO 10,000.00	Teacher Supplies and Paper Costs 4000-4999: Books And Supplies PTO 10,000.00
		TK & Kinder Aide Support for Classrooms 2000-2999: Classified Personnel Salaries District Funded 60,000.00	TK & Kinder Aide Support for Classrooms 2000-2999: Classified Personnel Salaries District Funded 60,300.00
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	The planned actions were accomplished in the 2022-2023 school year except 3rd grade did not receive recorder instruction.	Funding Assistance for Grade Level Field Trips 5000-5999: Services And Other Operating Expenditures PTO 4,000.00	Funding Assistance for Grade Level Field Trips 5000-5999: Services And Other Operating Expenditures Donations 4,000.00
		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) 5000-5999: Services And Other Operating Expenditures PTO 800.00
		Athletic Team Coaching Stipends 1000-1999:	Athletic Team Coaching Stipends 1000-1999:

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
librarian and staff. Field trips such as, Coloma trip, 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 be instructed on 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.).		Certificated Personnel Salaries Site Formula Funds 3,000.00	Certificated Personnel Salaries LCFF 3,000.00
		IMPACT Adviser Stipends 1000-1999: Certificated Personnel Salaries Site Formula Funds 1800.00	IMPACT Adviser Stipends 1000-1999: Certificated Personnel Salaries LCFF 1800.00
		IMPACT Student T-Shirts & Supplies 4000-4999: Books And Supplies Donations 1,000.00	IMPACT Student T-Shirts & Supplies 4000-4999: Books And Supplies Donations 1650.00
		Funding for Contracted Instruction Services in Dance 5000-5999: Services And Other Operating Expenditures PTO 4,000.00	Funding for Contracted Instruction Services in Dance 5000-5999: Services And Other Operating Expenditures PTO 4,000.00
		Library Books 4000-4999: Books And Supplies PTO 2,000.00	Library Books 4000-4999: Books And Supplies PTO 1,000.00
		Dance Program Through Leighton Dance Project 5000-5999: Services And Other Operating Expenditures PTO 9,600.00	Dance Program Through Leighton Dance Project 5000-5999: Services And Other Operating Expenditures PTO 9,600.00
		Pottery Program Through Blair Barnes 5000-5999: Services And Other Operating Expenditures PTO 9,000.00	Pottery Program Through Blair Barnes 5000-5999: Services And Other Operating Expenditures PTO 9,000.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	The planned actions were accomplished in the 2022-2023 school year.	Love and Logic Professional Development for Teachers 5000-5999: Services And Other Operating Expenditures District Funded 16,500.00	Love and Logic Professional Development for Teachers 5000-5999: Services And Other Operating Expenditures District Funded 13,680.00
		EDCOE SIPPS Registration - 1 Teachers 5000-5999: Services And Other Operating Expenditures Donations 300.00	EDCOE SIPPS Registration - 2 Teachers 5000-5999: Services And Other Operating Expenditures Donations 572.00
		Sub Costs for SIPPS Training for New Teacher 1000-1999: Certificated Personnel Salaries Donations 250.00	Sub Costs for SIPPS Training for New Teacher 1000-1999: Certificated Personnel Salaries Donations 422.00
		Zones of Regulation Training 5000-5999: Services And Other Operating Expenditures Donations 1,000.00	Zones of Regulation Training 5000-5999: Services And Other Operating Expenditures District Funded 800.00
Involvement of Staff, Parents & Community: Lakeview Elementary will continue to work to achieve a positive school climate for students, families, staff and	The planned actions were accomplished in the 2022-2023 school year.	Kinder Orientation, Back to School Night, Open House Welcome Water and Snack/PTO Information and Promotion (Community Building) 0000: Unrestricted PTO 750.00	Kinder Orientation, Back to School Night, Open House Welcome Water and Snack/PTO Information and Promotion (Community Building) 0000: Unrestricted PTO 750.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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, Donuts with Grown-ups, Movie Nights, 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.

The multiple instructional strategies that were put in place were utilized during the 2022-2023 school year.   The three intervention aides helped to provide language arts, writing, and math support three days a week. Our MTSS team focused on identifying student that had specific needs or students who were performing lower academically and then additional supports were provided through the intervention aides.

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

The strategies appear to have been successful due to academic scores increasing, staying the same, or slightly decreasing. There were a few areas where academic scores decreased and they were our 4th grade ELA CAASPP results where there was a 20.24% decrease. When this data was analyzed, that cohort actually went up 2.96% so even through it looks like there was a huge drop in test results there actually was growth. Also 1st grade assessment results showed drops in scores.

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

There were no substantive differences in planned expenditures and actual expenditures. If there was a difference in amounts, it was because there was an increase in the cost of licensing fees and materials. If there was a decrease, it was because we did not need as many materials as we originally budgeted.

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.

All academic goals will continue with a few changes. Third grade will not be participating in band, so classes that do not have music currently will be receiving music instruction with are our TK-2nd grade students. Our District also adopted Twig Science to address the teaching of the NGSS standards. Additional math intervention has been provided to our 4th and 5th grade students. Additional reading intervention support has been provided to our 1st grade students.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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 School Parent Survey	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% Parents agree/strongly agree that school staff really care about students will increase by 99%	The results of the 2022-23 Parent survey are as follows: The survey indicated that 97% of parents surveyed agree/strongly agree that Lakeview is a safe place for their child. 98% of all parents surveyed agree/strongly agree that Lakeview encourages them to be an active partner in educating their child. 96% of all parents surveyed agree/strongly agree that Lakeview has adults who really care about students.
Discipline Data/Aeries Reports	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.	Lakeview's suspension rate for the 2022-2023 school year was .4%.
Attendance Data	The ongoing affects of the pandemic have negatively impacted attendance.	Lakeview's average attendance rate for the 2022-2023 school year was 9.5%.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
School Safety (Climate and Community Building, Staff Development and Professional Collaboration): Lakeview Elementary will continue to hold student and staff safety as our first priority. All staff and	The planned actions were accomplished in the 2022-2023 school year.		

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 | The planned actions were accomplished in the 2022-2023 school year. | SOAR Student Incentives for PBIS 4000-4999: Books And Supplies Donations 2,000.00 | SOAR Student Incentives for PBIS 4000-4999: Books And Supplies Donations 1,984.00 |
| | | SOAR Posters 4000-4999: Books And Supplies PTO 2,000.00 | SOAR Posters 4000-4999: Books And Supplies PTO 1,235.00 |

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. 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.		Social Emotional Learning Tools for Students 4000-4999: Books And Supplies Donations 500.00	Social Emotional Learning Tools for Students 4000-4999: Books And Supplies PTO 300.00
		SOAR Murals for Beautification 5000-5999: Services And Other Operating Expenditures PTO 25,000.00	SOAR Murals for Beautification 5000-5999: Services And Other Operating Expenditures PTO 21,370.00

Analysis

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

Lakeview Elementary uses our SOAR Store to provide positive incentives for following the school expectations. SOAR tickets are given to students who are recognized for Solving Problems, Owning Good Decisions, Achieving Leadership, or Radiating Respect. SOAR posters were also added to common spaces around the school to help remind students of the expectations as they are moving through the different zones. To support social emotional learning, zones of regulation materials and friendship materials were purchased to be used by our counselor.

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

Due to the our low suspension rate, and the decrease in our chronic absentee rate the measures that were put in place seem to have been effective, Also the student and parent survey results showed scores that remained the same of increased.

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

There were no substantive differences in planned expenditures and actual expenditure, except the cost of the mural which did not require as many hours to complete as were original projected.

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.

Additional Social emotional programs have been added to continue to provide a safe environment that promotes the positive well-being of all students. We have added 1-2-3 Wellness which is provided through the El Dorado County Office of Education which checks-in on students daily and gives students' mindfulness activities to start their day. We also brought in Mister Brown who delivered his Choose Well message at an assembly and who sends weekly videos to help students make good choices so they can live a better life.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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.	Professional development was provided to certificated and classified staff. Support will be offered based on need and data presented from this survey.
Facility Inspection Tool - District Tool	Facilities will continue to be in good repair.	The facilities were reported to be in good repair as measured by the FIP with one area in fair repair.
Williams Act/Uniform Complaints	No Williams Act/Uniform Complaints are expected in the 2022-2023 school year. Any complaints will be addressed immediately.	No Williams Act/Uniform Complaints were received during the 2022-2023 school year.

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	The planned actions were accomplished in the 2022-2023 school year.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
determining areas of additional needs.			
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.	The planned actions were accomplished in the 2022-2023 school year.		

Analysis

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

The outlined planned actions were all implemented.

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

Our FIT report showed that our facilities have for the most part been kept in good repair. We also have not had any Williams Act/Uniform Complaints so overall we were effective in meeting the articulated goals.

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

There were no differences between the proposed expenditures and the 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.

We will continue to maintain the goals for this goal and continue to meet the professional development needs of our classified staff and maintain our facilities.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 4

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 4

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

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 5

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 5

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

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 6

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 5

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

Analysis

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

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

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

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

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	237,715.00

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
District Funded	83,000.00
Donations	3,000.00
LCFF	62,350.00
LCFF - Supplemental	23,000.00
None Specified	0.00
PTO	54,285.00
Title II Part A: Improving Teacher Quality	12,080.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	750.00
1000-1999: Certificated Personnel Salaries	18,000.00
2000-2999: Classified Personnel Salaries	95,250.00
4000-4999: Books And Supplies	59,100.00
5000-5999: Services And Other Operating Expenditures	59,615.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00
None Specified	0.00

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	62,000.00
4000-4999: Books And Supplies	District Funded	1,000.00
5000-5999: Services And Other Operating Expenditures	District Funded	8,400.00
4000-4999: Books And Supplies	Donations	3,000.00
1000-1999: Certificated Personnel Salaries	LCFF	6,000.00
2000-2999: Classified Personnel Salaries	LCFF	10,250.00
4000-4999: Books And Supplies	LCFF	41,300.00
5000-5999: Services And Other Operating Expenditures	LCFF	4,800.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	23,000.00
None Specified	None Specified	0.00
0000: Unrestricted	PTO	750.00
4000-4999: Books And Supplies	PTO	13,800.00
5000-5999: Services And Other Operating Expenditures	PTO	39,735.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	400.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	6,680.00
5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	5,000.00

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

Name of Members	Role
Laurisa Stuart	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
Cassandra Krupansky	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 1-23-2024.

Attested:

	Principal, Laurisa Stuart on 1-23-2024
	SSC Chairperson, Ben Howard on 1-23-2024

Addendum

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

Instructions: Linked Table of Contents

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 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	2023
Local Board Approval Date	February 13, 2024

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.

Table of Contents

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 the 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 746 sixth, seventh, and eighth-grade students. Seventy percent of the students are Caucasian, fourteen percent are Hispanic or Latino, and eight percent are Asian. Five percent identify as multi-ethnic while one percent are Filipino-American, and approximately three 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, Robotics, Digital Media, Spanish, Art, Yearbook, Leadership, Art & Literature, Speech & Debate, Speech and Drama, Novel Ideas, Exploration of Literature, 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. Thirty-one wireless Chromebook computer carts with Chromebooks 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, 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 Marina 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 November 1, 2023. The school site council reviewed, provided feedback, and approved the plan on November 27, 2023. 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		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.54%	0.41%	1	4	3
African American	1.0%	0.94%	1.36%	6	7	10
Asian	6.8%	8.46%	8.97%	39	63	66
Filipino	2.1%	3.36%	3.13%	12	25	23
Hispanic/Latino	14.4%	14.09%	13.32%	83	105	98
Pacific Islander	0.2%	0.27%	0.41%	1	2	3
White	70.2%	68.05%	67.39%	405	507	496
Multiple/No Response	5.2%	4.30%	5.03%	30	32	37
			Total Enrollment	577	745	736

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	160	232	263
Grade 7	207	241	223
Grade 8	210	272	250
Total Enrollment	577	745	736

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 mid 700's. During the reporting period Marina provided educational service for 736 students base on this report. The 20-21 school year reflects the COVID year when over a hundred students selected distance learning rather than our in-person option.

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**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	5	10	10	0.9%	1.3%	1.4%
Fluent English Proficient (FEP)	36	53	55	6.2%	7.1%	7.5%
Reclassified Fluent English Proficient (RFEP)	2	6		40.0%		

Conclusions based on this data:

1. Marina Village has a small percentage of EL students who continue to progress in their language acquisition.

2. The number of English Learners has remained consistent year over year with 10 in the 21/22 school year and 10 in the 22/23 school year.

3. There were a total of ten English Learners in 22/23 with two students who were reclassified during the school year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	180	225	264	180	219	259	180	219	259	100.0	97.3	98.1
Grade 7	215	244	225	211	239	221	211	239	221	98.1	98.0	98.2
Grade 8	223	274	244	221	266	242	221	266	242	99.1	97.1	99.2
All Grades	618	743	733	612	724	722	612	724	722	99.0	97.4	98.5

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

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	2575.	2588.	2576.	29.44	34.70	26.64	46.11	45.66	47.49	17.78	14.61	20.85	6.67	5.02	5.02
Grade 7	2593.	2602.	2595.	24.17	34.31	25.79	46.92	40.17	47.51	18.48	15.06	16.74	10.43	10.46	9.95
Grade 8	2598.	2596.	2603.	23.08	21.43	24.79	42.08	45.49	44.21	23.08	22.56	19.83	11.76	10.53	11.16
All Grades	N/A	N/A	N/A	25.33	29.70	25.76	44.93	43.78	46.40	19.93	17.68	19.25	9.80	8.84	8.59

Reading
Demonstrating understanding of literary and non-fictional texts

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	33.33	37.44	30.50	57.78	57.53	62.16	8.89	5.02	7.34
Grade 7	27.49	33.89	28.51	61.14	58.58	64.71	11.37	7.53	6.79
Grade 8	27.60	28.57	28.93	60.63	62.41	58.68	11.76	9.02	12.40
All Grades	29.25	33.01	29.36	59.97	59.67	61.77	10.78	7.32	8.86

Writing
Producing clear and purposeful writing

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	30.73	27.40	21.62	58.10	62.10	68.34	11.17	10.50	10.04
Grade 7	32.70	38.91	30.77	60.19	50.63	59.28	7.11	10.46	9.95
Grade 8	29.41	18.80	24.38	57.01	65.41	63.22	13.57	15.79	12.40
All Grades	30.93	28.04	25.35	58.43	59.53	63.85	10.64	12.43	10.80

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 6	20.00	26.48	20.85	75.56	73.52	74.90	4.44	0.00	4.25
Grade 7	14.69	19.67	17.19	78.20	75.73	76.02	7.11	4.60	6.79
Grade 8	20.81	20.68	20.66	71.49	70.68	74.79	7.69	8.65	4.55
All Grades	18.46	22.10	19.67	75.00	73.20	75.21	6.54	4.70	5.12

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 6	31.11	31.51	23.94	65.00	63.93	68.73	3.89	4.57	7.34
Grade 7	28.91	28.87	30.77	62.56	60.67	59.28	8.53	10.46	9.95
Grade 8	24.89	22.93	27.69	66.97	70.68	66.53	8.14	6.39	5.79
All Grades	28.10	27.49	27.29	64.87	65.33	65.10	7.03	7.18	7.62

Conclusions based on this data:

1. In the spring of 2023, 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 which means claim data is not available for individual students. The overall scores show that 72.16% of Marina Village students met or exceeded standards on the language portion of the CAASPP test. This is a decline of 1.32% from the last reported result in the 2021-2022 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 74.13% (-6.23% from 21-22) 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 73.3% (-1.18% from 21-22) 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 69% (+2.08% from 21-22) of students meeting or exceeding standards.

   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.

2. In the spring of 2023, 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 9% of students performing below standard (Reading, Listening, Research/Inquiry).

   When looking at the above standard range:
   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.
   7th-grade students performed better in the Research and Inquiry claims when compared against all grade levels.

3.

In the spring of 2023, 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 2021-22.

Cohort Performance
When compared to the prior testing year (2021-2022), the same group of students improved their overall performance from their 5th-grade to their 6th-grade year in ELA by 5% to reach 74% of students meet or exceed standards. (From 69% to 74%)
When compared to the prior testing year (2021-2022), the same group of students declined in their overall performance from their 6th-grade to their 7th-grade year in ELA by 7% to reach 73% of students meeting or exceeding standards. (From 80% to 73%)
When compared to the prior testing year (2021-2022), the same group of students declined in their overall performance from their 7th-grade to their 8th-grade year in ELA by 5% to reach 69% of students meeting or exceeding standards. (From 74% to 69%)

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	180	225	264	179	219	259	179	219	259	99.4	97.3	98.1
Grade 7	215	244	225	212	239	220	212	239	220	98.6	98.0	97.8
Grade 8	223	274	244	220	265	242	220	265	242	98.7	96.7	99.2
All Grades	618	743	733	611	723	721	611	723	721	98.9	97.3	98.4

Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	2569.	2585.	2574.	31.84	40.64	32.82	30.17	26.94	30.89	26.82	25.11	25.87	11.17	7.31	10.42
Grade 7	2586.	2587.	2607.	27.36	31.38	40.45	33.02	29.71	27.73	26.42	23.43	21.36	13.21	15.48	10.45
Grade 8	2590.	2595.	2607.	27.27	29.06	33.88	25.45	23.02	21.90	20.91	30.57	28.10	26.36	17.36	16.12
All Grades	N/A	N/A	N/A	28.64	33.33	35.51	29.46	26.42	26.91	24.55	26.56	25.24	17.35	13.69	12.34

Overall Achievement for All Students

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	25.70	38.81	32.43	61.45	51.60	56.76	12.85	9.59	10.81
Grade 7	30.66	35.56	40.91	60.38	49.79	47.73	8.96	14.64	11.36
Grade 8	29.09	29.43	33.88	53.18	55.85	53.72	17.73	14.72	12.40
All Grades	28.64	34.30	35.51	58.10	52.56	52.98	13.26	13.14	11.51

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	24.58	31.05	25.10	61.45	60.27	61.39	13.97	8.68	13.51
Grade 7	26.89	27.20	37.73	59.91	56.49	49.55	13.21	16.32	12.73
Grade 8	25.00	27.17	31.82	54.55	55.47	54.13	20.45	17.36	14.05
All Grades	25.53	28.35	31.21	58.43	57.26	55.34	16.04	14.38	13.45

Problem Solving & Modeling/Data Analysis
Using appropriate tools and strategies to solve real world and mathematical problems

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 6	30.17	35.62	28.19	62.01	56.16	62.55	7.82	8.22	9.27
Grade 7	26.42	25.52	30.45	64.15	64.02	57.73	9.43	10.46	11.82
Grade 8	24.55	23.77	22.73	64.09	64.91	66.94	11.36	11.32	10.33
All Grades	26.84	27.94	27.05	63.50	61.96	62.55	9.66	10.10	10.40

Conclusions based on this data:

1. In the spring of 2023, 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. The overall scores show that 62.42% of Marina Village students met or exceeded standards on the mathematics portion of the CAASPP test. This is an increase of 2.67% from the last reported result in the 2021-2022 school year.

   Overall year-over-year performance
   The 7th-grade students were the highest-performing group when compared against all grades in the area of math with 68.18% (+7.89% from 21-22) of students meeting or exceeding standards.
   The 6th-grade students had the next highest performing group when compared against all grades in the area of math with 63.71% (-3.87% change from 21-22) 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 55.78% (+3.7% change from 21-22) of students meeting or exceeding standards.

   While these scores demonstrate some growth, not all grade levels have returned to their pre-pandemic performance of students meeting or exceeding standards in math. Prior to the pandemic, 6th grade was at 66% of students meeting or exceeding standards, 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.

2. In the spring of 2023, 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 14% of students performing below standard.

   7th-grade students performed better in the Concepts and Procedures claim when compared against all grade levels.
   7th-grade students performed better in the Problem Solving and Model Data Analysis claim when compared against all grade levels.
   7th-grade students performed better in the Communicating Reasoning claim when compared against all grade levels.

3. In the spring of 2023, 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 2021-22.

   Cohort Performance
   When compared to the prior testing year (2021-2022), the same group of students improved in their overall performance from their 5th-grade to their 6th-grade year in math by 8% having 63% of students meeting or exceeding standards. (From 55% to 63%)
   When compared to the prior testing year (2021-2022), the same group of students improved in their overall performance from their 6th-grade to their 7th-grade year in math by .5% to reach 68% of students meeting or exceeding standards. (From 67% to 68%)

When compared to the prior testing year (2021-2022), the same group of students declined in their overall performance from their 7th-grade to their 8th-grade year in math by 5% to reach 56% of students meeting or exceeding standards. (From 61% to 56%)

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*	*	*	*	*	*	*	*	4	*	5
7	*	*	*	*	*	*	*	*	*	*	*	*
8		*	*		*	*		*	*		*	*
All Grades										6	5	8

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8		*	*		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8		*	*		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8		*	*		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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 remained consistent with 746 students with the ratios for ethnic and socially economic disadvantage students staying relatively similar to prior years.

*** The 2018-19 school year is the last reported enrollment data by the state.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Under the Academic Performance Indicator, student performance data indicates that they performed in the GREEN level in English Language Arts and GREEN level in Mathematics for the 2022-23 school year.

2. Under the Academic Engagement Indicator, student performance data indicates that the Chronic Absenteeism level is GREEN based on state criteria for the 2022-23 school year.
Marina Village saw an improvement in the absentee rate. The chronic absenteeism rate for 2022-2023 was 8.2%.

3. Under the Conditions & Climate Indicator, school performance data indicates that the Suspension Rate level is GREEN based on state criteria for the 2022-23 school year. Marina Village saw a suspension rate of 1.7%.

School and Student Performance Data

Academic Performance
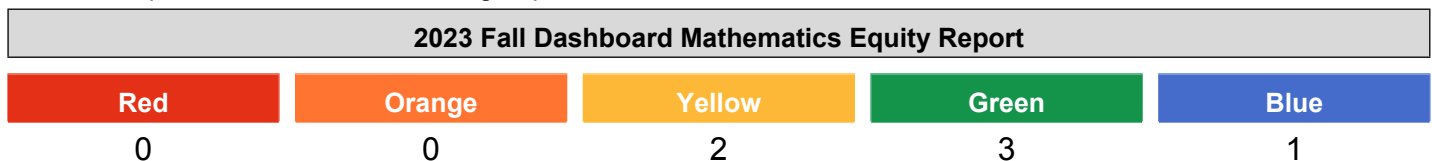## English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	2	0	3	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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	2.2 points below standard	No Performance Color
42.3 points above standard	Decreased Significantly -20.9 points	0 Students
Decreased -3.1 points	27 Students	
713 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Orange
0 Students	8.8 points below standard	44.3 points below standard
	Decreased Significantly -40.2 points	Decreased -12.2 points
	71 Students	87 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 8 Students	Less than 11 Students 3 Students	 Blue 74.7 points above standard Increased +5.9 points 66 Students	38 points above standard Decreased Significantly - 19.9 points 23 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Green 21 points above standard Maintained -0.1 points 97 Students	 Green 58.3 points above standard Decreased Significantly -23 points 36 Students	Less than 11 Students 3 Students	 Green 41.3 points above standard Maintained -2.3 points 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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students 8 Students	19.9 points above standard Decreased Significantly -19.2 points 19 Students	42.8 points above standard Maintained -1.2 points 648 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 GREEN level based on state criteria for the 2022-23 school year. It can be concluded that Marina Village maintains a high standard of performance on the state language arts assessment.

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 ORANGE performance level which is 8.8 points below standard. This is based on the data for 71 students.
- Students with Disabilities scored in the ORANGE performance level which is 44.3 points below standard. This is based on the data for 87 students.
- English Learners did not receive a performance color but performed 2.2 points below standard. This is based on 8 English learners and 19 reclassified English learners.
It can be concluded that students with disabilities struggle to perform academically at a much greater degree than their   peers   on   the   state   language   arts   assessment.

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 BLUE performance level which is 74.7 points above standard. This is based on the data for 66 students.
- Students in the Hispanic Student Group scored in the GREEN performance level which is 21 points above standard. This is based on the data for 97 students.
- Students in the Two or More Races Student Group scored in the Green performance level which is 58.3 points above standard. This is based on the data for 36 students.
- Students in the White Student Group scored in the GREEN performance level which is 41.3 points above standard. This is based on the data for 477 students.
- Students in the reclassified English Learners Group scored 19.9 points above standard. This is based on the data for 19 students.
- Students in the English Only Group scored 42.8 points above standard. This is based on 648 students.

It can be concluded that English learners and Reclassified English Learners struggled to perform academically to a greater degree than their peers on the state language arts assessment. In many reportable categories, Marina Village does not have enough students in those populations to trigger report data.

School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	2	3	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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	23.3 points above standard	No Performance Color
28.3 points above standard	Increased Significantly +29.7 points	0 Students
Increased +8.1 points		
712 Students	27 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	Yellow
0 Students	16 points below standard	58 points below standard
	Decreased -13.2 points	Increased +6 points
	71 Students	86 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 8 Students	Less than 11 Students 3 Students	Blue 87.6 points above standard Increased Significantly +33.5 points 66 Students	11.3 points above standard Decreased -7 points 23 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 5.8 points above standard Increased +5.9 points 97 Students	Green 49.5 points above standard Decreased -10.4 points 36 Students	Less than 11 Students 3 Students	Green 24.3 points above standard Increased +6.7 points 476 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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students 8 Students	43.5 points above standard Increased Significantly +39.1 points 19 Students	24.1 points above standard Increased +5.8 points 647 Students

Conclusions based on this data:

1. Overall Performance
The Mathematics Performance Indicator demonstrates that in the All Students category, students scored at the Green level based on state criteria for the 2022-23 school year. It can be concluded that Marina Village maintains a high standard of performance on the state math assessment.

2. Student   Group   Performance
The Mathematics Data Comparisons for Socioeconomically Disadvantaged and Students with Disabilities indicates that:
- Socioeconomically Disadvantaged Students scored in the YELLOW performance level which is 16 points below standard. This is based on the data for 71 students.
- Students with Disabilities scored in the Yellow performance level which is 58 points below standard. This is based on the data for 86 students.
- English Learners did not receive a performance color but performed 23.3 points above standard. This is based on 8 English learners and 19 reclassified English learners.
It can be concluded that students with disabilities struggle to perform academically at a much greater degree than their   peers   on   the   state   math   assessment.

3. Race/Ethnicity   Group   Performance
The Mathematics Performance by Race/Ethnicity Indicator demonstrates that:

- Students in the Asian Student Group scored in the BLUE performance level which is 87.6 points above standard. This is based on the data for 66 students.
- Students in the Hispanic Student Group scored in the GREEN performance level which is 5.80 points above standard. This is based on the data for 97 students.
- Students in the Two or More Student Group scored in the GREEN performance level which is 49.5 points above standard. This is based on the data for 36 students.
- Students in the White Student Group scored in the GREEN performance level which is 24.3 points above standard. This is based on the data for 476 students.
- Students in the reclassified English Learners Group scored 43.5 points above standard. This is based on the data for 19 students.
- Students in the English Only Group scored 24.1 points above standard. This is based on 647 students.

It can be concluded that English learners and Reclassified English Learners performed as well as or better academically than their peers on the state math assessment.

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
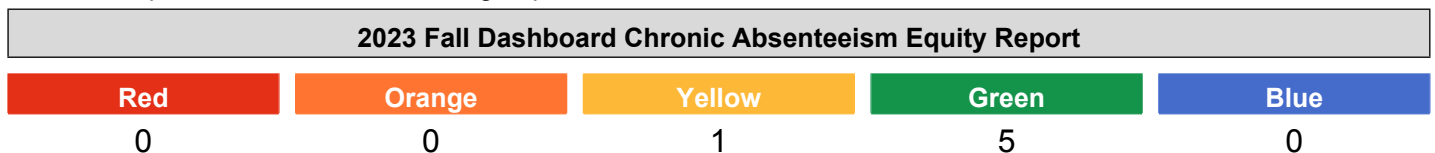## English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students: 8 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.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1. Marina Village had 8 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	5	0

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Less than 11 Students	No Performance Color
8.2% Chronically Absent		0 Students
Declined Significantly -8	10 Students	
746 Students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	Green
1 Student	16.3% Chronically Absent	9.7% Chronically Absent
	Declined -7	Declined -10.9
	80 Students	93 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 10 Students	Less than 11 Students 3 Students	Green 3% Chronically Absent Declined -3.4 67 Students	0% Chronically Absent Declined -4 23 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 7.1% Chronically Absent Declined -8.7 99 Students	Green 8.1% Chronically Absent Declined -3.3 37 Students	Less than 11 Students 4 Students	Green 9.3% Chronically Absent Declined Significantly -8.3 503 Students

Conclusions based on this data:

1. Overall Performance
The Chronic Absenteeism Indicator demonstrates that in the All Students category, students scored at the GREEN level of attendance as 8.2 percent of students out of a total of 746 students were considered chronically absent based on state criteria for the 2022-23 school year. It can be concluded that Marina Village has a strong attendance rate. This is a relative strength when compared to the state attendance rate.

2. Student Group
   - The Chronic Absenteeism Indicator demonstrates that the Socioeconomically Disadvantaged Group scored at the YELLOW level as 16.3 percent of students who were considered chronically absent based on state criteria for the 2022-23 school year. This is an improvement of 7percent and is based on 80 students.
   - The Chronic Absenteeism Indicator demonstrates that the Students with Disabilities Group scored at the GREEN level as 9.7 percent of students who were considered chronically absent based on state criteria for the 2022-23 school year. This is an improvement of 10.9 percent and is based on 93 students.
   It can be concluded that all student groups improved their attendance from the prior year.

3. Race/Ethnicity
The Chronic Absenteeism Indicator in the Race/Ethnicity category demonstrates the following:
   - Students in the Asian Student Group scored at the GREEN level as 3 percent of students out of a total of 67 students were considered chronically absent based on state criteria for the 2022-23 school year.
   - Students in the Filipino Group did not receive a color score but 0 percent of students out of 23 students were considered chronically absent based on state criteria for the 2022-23 school year.
   - Students in the Hispanic Student Group scored at the GREEN level as 7.1 percent of students out of a total of 99 students were considered chronically absent based on state criteria for the 2022-23 school year.
   - Students in the Two or More Races Student Group scored at the GREEN level as 8.1 percent of students out of a total of 37 students were considered chronically absent based on state criteria for the 2022-23 school year.
   - Students in the White Student Group scored at the GREEN level as 9.3 percent of students out of a total of 503 students were considered chronically absent based on state criteria for the 2022-23 school year.
   It can be concluded that all student groups, races, and ethnicities improved their attendance from the prior year.

School and Student Performance Data
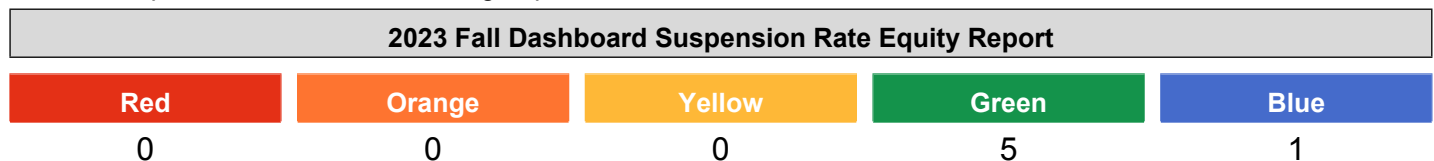
Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	5	1

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Less than 11 Students	No Performance Color
1.7% suspended at least one day	10 Students	0 Students
Declined -2		
748 Students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Green	Green
1 Student	2.5% suspended at least one day	1.1% suspended at least one day
	Declined -2.1	Declined -7.8
	80 Students	94 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 10 Students	Less than 11 Students 3 Students	Green 1.5% suspended at least one day Declined -4.8 67 Students	0% suspended at least one day Declined -4 23 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 2% suspended at least one day Declined -0.8 99 Students	Blue 0% suspended at least one day Declined -2.8 37 Students	Less than 11 Students 4 Students	Green 2% suspended at least one day Declined -1.5 505 Students

Conclusions based on this data:

1. Overall Performance
The Suspension Rate Indicator demonstrates that in the All Students category, students scored at the GREEN level as 1.7 percent of students out of a total of 748 students were suspended at least one day during the 2022-23 school year. This scoring is based on state criteria.
It can be concluded that Marina Village continues to have a low suspension rate among all students.

2. Student Group Performance
   - The Suspension Rate Indicator demonstrates that the Socioeconomically Disadvantaged Student Group scored at the Green level as 2.5 percent of students out of a total of 80 students were suspended at least one day during the 2022-23 school year. This represents 2 students. This scoring is based on state criteria.
   - The Suspension Rate Indicator demonstrates that the Students with Disabilities Student scored at the GREEN level as 1.1 percent of students out of a total of 94 students were suspended at least one day during the 2022-23 school year. This represents 1 student. This scoring is based on state criteria.
It can be concluded that Marina Village continues to have a low suspension rate among all student groups.

3. Race/Ethnicity
The Suspension Rate Indicator in the Race/Ethnicity category demonstrates the following
   - Students in the Asian Student Group scored at the GREEN level as 1.5 percent of students out of a total of 67 students were suspended at least one day during the 2022-23 school year. This represents 1 student. This scoring is based on state criteria.
   - Students in the Hispanic Student Group scored at the GREEN level as 2 percent of students out of a total of 99 students were suspended at least one day during the 2022-23 school year. This represents 2 students. This scoring is based on state criteria.
   - Students in the Two or More Races Student Group scored at the BLUE level as 0 percent of students out of a total of 37 students were suspended at least one day during the 2022-23 school year. This scoring is based on state criteria.
   - Students in the White Student Group scored at the Medium level as 2 percent of students out of a total of 505 students were suspended at least one day during the 2022-23 school year. This represents 10 students. This scoring is based on state criteria.
It can be concluded that Marina Village has a low suspension rate across all races and ethnicities.

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 2023, 72.2% of Marina Village students met or exceeded standards on the language portion of the CAASPP test. This is a decrease of 1.3% from the last reported result in the 2021-2022 school year.*** In the spring of 2023, 62.4% of Marina Village students met or exceeded standards on the math portion the CAASPP test. This is an increase of 2.7% from the last reported result in the 2021-2022 school year*** In the spring of 2023, 54% of Marina Village eighth-grader students met or exceeded standards on the science CAST test. This is a 4% increase 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	We have a goal to increase our school-wide performance by 2% in language arts, 2% in math, and 2% in science for the 2023-2024 school year.

Metric/Indicator	Baseline	Expected Outcome
	provide any claim data but just an overall score.	
Accelerated Reader (AR STAR Reading Inventory)	In the fall of 2023, the following percentages of students were At or Above, On Watch, Intervention, or Urgent Intervention levels at the start of the school year. These levels are virtually identical to the start of the previous school year with no change. At or Above Benchmark - 75% On Watch - 13.3% Intervention - 8.1% Urgent Intervention - 3.5% Based on this data compared to the previous data, Marina Village students stayed at similar rates compared to the prior year. **** Of the 19 students who make up the urgent intervention area, all but three are in special education and receiving special academic services.	We have a goal to improve our percentage of students performing at or above the benchmark by 1% by the end of the school year.

Planned Strategies/Activities

Strategy/Activity 1

1.) Alignment of Instruction and Content Standards

Marina Village Middle School will utilize district-adopted, standards-aligned language arts and math curriculum, and California Standards instruction will be supplemented with a variety of resources as needed. Students will continue to participate in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through guided reading techniques. Sadlier workbooks will be purchased and used to strengthen vocabulary and enhance the adopted curriculum. Students will participate in Step Up to Writing Common Core Edition, C.E.R. (Claim Evidence and Reasoning), and R.A.C.E.S. (Restate, Answer, Cite, Explain, Summarize) 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

8/1/2023-6/1/2024

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 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. Last year, student answered more than 935,900 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. In the fall of 2023, 6th grade began the year with 78% of students at or above the benchmark. During the previous year, 6th-grade students grew from 77% to 83% at or above the benchmark. During the previous year, 7th grade students declined from 78% to 73% proficient or advanced, and 8th grade is 71% proficient or advanced. 10,750.

Amount	2,500
Source	LCFF
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 performance as 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 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, a student intervention team, 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

8/1/2023-6/1/2024

Person(s) Responsible

Principal, Assistant Principal, Library Technician,Department, Grade Level Teams, and Marina's Parent Teacher Committee

Proposed Expenditures for this Strategy/Activity

Amount	23,100
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplies: Purchase of materials office and classroom supplies including copy paper. Amazon, Staples, Quill

Source	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Copier maintenance and copy costs

Amount	3,460
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Science Lab Supplies

Amount	770
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Library: Provide purchase of additional books for the library and Battle of the Books which 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.

Amount	2,400
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Planners: Purchase student planners for all students.

Amount	6,800
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	4000-4999: Books And Supplies
Description	Funding for additional classroom supplies. $200 per teacher

Amount	800
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	4000-4999: Books And Supplies
Description	The PTC fundraised to provide an upgrade to our non-fiction and reference sections of the library.

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-grad math 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 two study skills classes for students as a tier two intervention in place of an elective to provide academic support for students for 7th and 8th-grade students. 6th-grade students will all have a study skills lesson and support during their Wednesday electives. A student intervention team consisting of administration, counseling, psychologist, and district personnel will meet regularly to review student academic, behavioral, and attendance progress. This team will also continue to support the tier two intervention programs.

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, history, 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, soccer, 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

8/1/2023-6/1/2024

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, Kahoot, GimKit 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	District Funded
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 the Heart Curriculum, UDL (Universal Design for Learning), PBIS (Positive Behavior Interventions and Support), WEB (Where Everbody Belongs), Writing Workshop, Physical Education Conference, and more.

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 instructional strategies that the teachers are most interested in exploring.

Teachers will also work through a number of instructional strategies and will be provided with 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 opportunity to collaborate with other area middle schools.

Students to be Served by this Strategy/Activity

All Staff

Timeline

8/1/2023-6/1/2024

Person(s) Responsible

Principal, Assistant Principal, District Office Personnel

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	Title II Part A: Improving Teacher Quality
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Various Teacher Training in PBIS, WEB, AI, Writing, Life Fitness Strategies, etc. School Counseling, MDTP (Math), Co-Teaching, Love and Logic, UDL, etc.

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

8/1/2023-6/1/2024

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 to provide and improve its weekly communication by utilizing a platform that is easily accessible and read on a phone. The messaging system provides text message notifications about upcoming events. Marina Village averages 96% delivered weekly email and text messages to our 1,458 parents and guardians contacts. 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
2023-24 RUSD Culture and Climate Survey	The survey indicated the following: 95% of students surveyed feel safe or very safe at school. 90% of students agree or strongly agree that they feel a part of the school. 84% of students feel that it is very true or pretty much true that there is an adult at school who cares about them.	Marina Village always has the goal for all students to feel safe, to be a part of the school, and that there is an adult who cares about them, the percentages from the survey are very high. As such, our target goal is to maintain or improve the percentages indicated in the survey as possible in the 2023-24 school year.
2023-24 LCAP Parent Survey	The survey indicated the following: 91.9% 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. 87% 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, that we encourage parents to be active partners, and that staff care about students.

Metric/Indicator	Baseline	Expected Outcome
22/23 Suspension Data	The 2022-2023 suspension rate was 1.7% of unduplicated students suspended during the school year.	Marina Village has the goal to maintain the percentage of unduplicated students who were suspended to 2% or lower in the 2023-24 school year.
22/23 Absentee Rate	The 2022-2023 absentee rate was 8.2% 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 8% in the 2023-24 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, Bloodborne Pathogens for School Employees, Stop the Bleed Training, and Title IX training. 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

8/1/2023-6/1/2024

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 to manage athletic paperwork, and daily student and family office 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. 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. In addition, Marina Village will begin implementing the Character Strong Curriculum with our students to promote connection.

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. Students will be provided with a motivational speaker at the end of the first trimester to promote positive relationships, grit, and kindness. "Red Ribbon Week" will also be supported to remind students about the dangers of drug and alcohol use. 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. The WETIP communication program will also be updated to a more user-friendly format and students will be trained on how to submit a report.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/1/2023-6/1/2024

Person(s) Responsible

Principal, Assistant Principal, Counselor, Staff

Proposed Expenditures for this Strategy/Activity

Amount	8,200
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 Honor Society Student Council Advisor WEB Advisor Intervention Coordinator After School Club Advisors
Amount	2,367
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Funding for PBIS Rewards, WEB activities, and 100 Merit Awards. 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	192
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Accelerated Reader - Million Word Prizes
Amount	8,000
Source	Donations
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Motivational Speaker - Donovan Tolbert
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	769
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Garden Club - The garden club offers students a place for social emotional learning, a place of respite, and a opportunity to connect to a group that works to beautify the campus.
Amount	15,600

Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Athletic Coach Stipends: Volleyball, Cross Country, Track, Basketball
Amount	2,400
Source	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Athletic Coach Stipends: Soccer
Amount	3,000
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	WEB Day Funding - $2500 from PTC and $300 from ASB

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 and academic improvement. Topics will continue to include Social Emotional Learning (SEL), Trauma-Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Where Everyone Belongs (WEB), Mindfulness, Growth Mindset, Writing, Artificial Intelligence in Education, Physical Fitness PD, etc..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. Staff will also have the opportunity to collaborate as verticle teams on campus as well as with grade levels above and below what we have at Marina Village.

Students to be Served by this Strategy/Activity

All Staff

Timeline

8/1/2023-6/1/2024

Person(s) Responsible

Principal, Assistant Principal, District Office, Counselor

Proposed Expenditures for this Strategy/Activity

Amount	350
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	1,730

Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Providing substitutes for team collaboration and professional development. For example, co-teaching classes, discipline articulation etc.About 8 sub days.

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.) Security Cameras

Marina Village will conclude and utilize a series of security cameras to provide behavioral records of incidents and as a deterrent to poor behavioral choices. These cameras are also a deterrent to potential intruders on campus.

Students to be Served by this Strategy/Activity

All Staff and Students

Timeline

8/1/2023-6/1/2024

Person(s) Responsible

Principal, Asst. Principal, District Facilities

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	6000-6999: Capital Outlay
Description	25 security cameras have been added to provide visual records of behavioral events and as a deterrent to poor behavioral choices.
Amount	4,700
Source	Donations
Budget Reference	6000-6999: Capital Outlay
Description	6 additional cameras and a recording server was purchased through donations to provide additional coverage.

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

8/1/2023-6/1/2024

Person(s) Responsible

Principal, Asst. Principal, District Facilities

Proposed Expenditures for this Strategy/Activity

Amount	770
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Garden club supplies. The garden will also be supplemented by the PTC.
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.
Source	District Funded

Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Two additional hours of custodial time has been added to our evening maintenance shift bringing the site to three full time custodians.
Amount	4,000
Source	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	A full garden coordinator position is funded to provide consistent lessons and support for students working in the garden.
Amount	600
Source	Donations
Budget Reference	6000-6999: Capital Outlay
Description	Additional folding chairs for student assemblies
Amount	641.18
Source	Donations
Budget Reference	6000-6999: Capital Outlay
Description	Bicycle rack. With the increase in scooter and bicycle riders, we have a need for an additional rack.
Amount	1,612
Source	Donations
Budget Reference	6000-6999: Capital Outlay
Description	California Distinguished School Bronze Plaque
Amount	1,600
Source	Donations
Budget Reference	6000-6999: Capital Outlay
Description	Washer/Dryer Combo to help with PE clothes and custodial cleaning.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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	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.	In the spring of 2023, 72.2% of Marina Village students met or exceeded standards on the language portion of the CAASPP test. This is a decrease of 1.3% from the last reported result in the 2021-2022 school year. In the spring of 2023, 62.4% of Marina Village students met or exceeded standards on the math portion of the CAASPP test. This is an increase of 2.7% from the last reported result in the 2021-2022 school year. In the spring of 2023, 54% of Marina Village eighth-grader students met or exceeded standards on the science CAST test. This is a 4% increase from the last reported result in the 2021-2022 school year. While these results did not meet the expected outcomes in language arts or math, there were increases in science and math of greater than 2%.
Accelerated Reader (AR STAR Reading Inventory)	We have a goal to improve our percentage of students performing at or above benchmark by 2% by the end of the school year.	In the fall of 2023, the following percentages of students were At or Above, On Watch, Intervention, or Urgent Intervention levels at the start of the school year. These levels are virtually identical to the start of the previous school year with no change. At or Above Benchmark - 75% On Watch - 13.3% Intervention - 8.1% Urgent Intervention - 3.5%

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 adopted instructional science materials: STEM Scopes (7th & 8th) and Amplify (6th).	1.) Alignment of Instruction and Content Standards Students had access to IXL, Sadlier Vocabulary workbooks, and Project Lead the Way classes. The adopted curriculum used was standards aligned, Language Arts teachers utilized Step Up to Writing, CER, and RACES writing strategies to supplement the adopted curriculum.	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 5000-5999: Services And Other Operating Expenditures District Funded	IXL 5000-5999: Services And Other Operating Expenditures District Funded
		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.	Purchase grade 6-8 Sadlier Vocabulary workbooks 4000-4999: Books And Supplies District Funded

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		$10,750 4000-4999: Books And Supplies District Funded	
		PTLW: This fund provides teachers with materials and training for Project Lead the Way Classes $2,500 5000-5999: Services And Other Operating Expenditures District Funded	PTLW Funding 5000-5999: Services And Other Operating Expenditures District Funded
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.	2.) Improvement of Instructional Strategies and Materials Instructional methods and assessments were provided as outlined. Enrichment opportunities, library access, technology, and materials were also provided. In addition, articulation meetings and collaboration meetings, and observations were also held as outlined. * 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 and PTC-sponsored classes. Additional funding was provided to science for lab materials. Funding for library books and activities was also	Supplies: Purchase of materials office and classroom supplies. Amazon, Staples, Quill 4000-4999: Books And Supplies LCFF 15,000	Supplies: Purchase of materials office and classroom supplies. Amazon, Staples, Quill 4000-4999: Books And Supplies LCFF 18,000
		Copier maintenance and copy costs 5000-5999: Services And Other Operating Expenditures LCFF 5,500	Copier maintenance and copy costs 5000-5999: Services And Other Operating Expenditures LCFF 4407
		Science Lab Supplies 4000-4999: Books And Supplies LCFF 3,200	Science Lab Supplies 4000-4999: Books And Supplies LCFF 3200
		Library: Provide purchase of additional books for the library. 4000-4999: Books And Supplies LCFF 750	Library: Provide purchase of additional books for the library. 4000-4999: Books And Supplies LCFF 750
		Planners: Purchase student planners for all students. None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2,398	Planners: Purchase student planners for all students. None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2,398
		Funding for additional classroom supplies. $200 per teacher None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 7,200	Funding for additional classroom supplies. $200 per teacher None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 7,200

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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. | provided to encourage students to participate in 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 evaluation conversations. | The PTC fundraised to provide an upgrade to our non-fiction and reference sections of the library. None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 12,000

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). None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 7060.89 | The PTC fundraised to provide an upgrade to our non-fiction and reference sections of the library. None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 12,000

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). None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 7060.89 |

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	3.) Extended Learning Time, Opportunities, and Support Services Extended learning, intervention, elective opportunities, and athletics were all provided as outlined. 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 curriculum in the classroom. Our 6th-grade students were able to receive the Ancient Artifact presentations.	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 1000-1999: Certificated Personnel Salaries LCFF 5,040 Art supplies for our art classes 4000-4999: Books And Supplies LCFF 750 Homework Club and Academic Intervention: After-school intervention classes will be made available for students to get academic support. 1000-1999: Certificated Personnel Salaries Donations 5,800 Ancient Artifacts presenters will continue to provide 4 historical presentations per school year to our sixth grade history classes. 5000-5999: Services And Other Operating Expenditures Donations 7,000	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 1000-1999: Certificated Personnel Salaries LCFF 5040 Art class supplies 4000-4999: Books And Supplies LCFF 750 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 5800 Ancient Artifacts presenters will continue to provide 4 historical presentations per school year to our sixth grade history classes. 5000-5999: Services And Other Operating Expenditures Donations 6913

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. 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			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.			
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	4.) Staff Development and Professional Collaboration (Specific to Instruction) * Additional staff development became available through the district and a number of teachers participated in professional development conferences. Among these were the PBIS conference, WEB Leader Training Conference, Love and Logic Training, and the CASC Conference. The cost of the conferences totaled over 15 thousand dollars. * Staff also participated in early release Wednesday collaboration as outlined.	Collaboration Materials 4000-4999: Books And Supplies Title II Part A: Improving Teacher Quality 500 Conference and professional development for classified staff. 5000-5999: Services And Other Operating Expenditures District Funded	Collaboration Materials 4000-4999: Books And Supplies Title II Part A: Improving Teacher Quality 0 Conference and professional development for classified staff. 5000-5999: Services And Other Operating Expenditures District Funded 15,629.17

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.			
5.) Involvement of Staff, Parent, and Community	5.) Involvement of Staff, Parent, and Community	Marina Village continues provide and improve its	None Specified District Funded

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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	Parents and staff participated on the school site, climate, and safety councils. Staff and administration participated in leadership councils. Parents and staff approved the safety and site plans. Jupiter grades, parent/teacher conferences, ptc, and community communication were performed as outlined.	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. None Specified District Funded	
		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. None Specified District Funded	None Specified District Funded

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
school will support 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.

The implementation of the strategies met the articulated goals. The CAASPP test results showed an increase in school-wide performance. Overall, students showed a 1.3% decline in language arts performance and a 2.7% increase in math performance. Students also showed a 4% increase in the science CAST performance from the previous year. In 2022-23, teachers implemented the use of IXL to a greater extent over all grade levels and the district began using the IXL diagnostic as its benchmark assessment for middle schools. Marina continues to utilize the Accelerated Reader reading program to measure student performance. In the fall of 2023, the following percentages of students were At or Above, On Watch, Intervention, or Urgent Intervention levels at the start of the school year. These levels are virtually identical to the start of the previous school year with no change.

At or Above Benchmark - 75%
On Watch - 13.3%
Intervention - 8.1%
Urgent Intervention - 3.5%

The strategies of using various computer programs, elements of the master schedule, applying resources to intervention, and providing the needed supplies allowed teachers to successfully teach our students.

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 this past year. The drop in CAASPP scores due to statewide implemented constraints in response to COVID continue to be seen among specific grade levels. Fortunately, we are starting to see gains in math and science. 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' performance back to pre-pandemic levels.

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

There were additional expenditures in supply funds as the site made additional copies and used more paper than was anticipated. Other than this item, there were no material differences between the proposed expenditures and the estimated actual expenditures. 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. We will continue to implement a study skills class at the 7th and 8th-grade level to help support students who are struggling academically as part of our tier 2 intervention. The 6th-grade classes will designate one day a week during the elective period to provide academic intervention. In addition, the school has convened a student intervention team to review and act on academic, attendance, and behavioral challenges as part of the site's tier-two development. Other strategies, while remaining similar, will be organized in a way that reflects their connections to the goals.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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
Social Emotional Inventory	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 (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.	Marina Village continued to provide counseling services for services. While the effects of the COVID mask year were still felt, students and families had a much more normal feeling year. Due to a change in counseling personnel at the beginning of the 23-24 school year, the same social-emotional inventory statistics were not available.
2023 LCAP Parent Survey	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.	During the 2022-23 school year, the percentage of students who agree or strongly agree that Marina is a safe place for their children stayed consistent from the previous year.
22/23 Suspension Data	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.	During the 2022-23 school year the number of unduplicated students who were suspended dropped to 1.7%. This was in line with expectations.
22/23 Absentee Rate	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.	During the 2022-23 school year, the chronically absent students dropped to 8.2%. This was in line with expectations.

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	1.) School Safety * Marina conducted the scheduled drills, provided the instruction, and all other items in the planned actions and services. * In addition, Marina hosted an Act of Violence	One Additional Hour of Secretarial Support 2000-2999: Classified Personnel Salaries LCFF 7,090	One Additional Hour of Secretarial Support 2000-2999: Classified Personnel Salaries LCFF 5953
		Crossing Guards $8,500 2000-2999: Classified Personnel Salaries District Funded 8,500	Crossing Guards $8,500 2000-2999: Classified Personnel Salaries District Funded 8,500

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	Training with the Office of Emergency Services for the staff. The staff reviewed our emergency procedures and made changes and adjustments including updating our emergency kits and adding tourniquets and tourniquet trainings.	Radios for the classrooms 6000-6999: Capital Outlay District Funded	Radios for the classrooms 6000-6999: Capital Outlay District Funded 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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	2.) School Climate and Community Building * Marina Village continues to use PBIS supports, 100 merit activities, and all other rewards as outlined. We continue to use Trauma Informed Practices and a school counselor was available. The Healthy Kids Survey was administered and W.E.B. was a program provided to our new students. * Marina provided anti-bullying presentations and provided a variety of awareness weeks for students as outlined.	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 1000-1999: Certificated Personnel Salaries LCFF 11,700	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 1000-1999: Certificated Personnel Salaries LCFF 11,820
		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	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 1500
		Accelerated Reader - Million Word Prizes 4000-4999: Books And Supplies Donations 150	Accelerated Reader - Million Word Prizes 4000-4999: Books And Supplies Donations 112
		Screenagers Parent Night. Some of this cost will be shared by schools around the district who made these nights available to their parents. 5000-5999: Services And Other Operating Expenditures Donations 2,150	Screenagers Parent Night. Some of this cost will be shared by schools around the district who made these nights available to their parents. 5000-5999: Services And Other Operating Expenditures Donations 750
		This is a PBIS reward lunch for students. This is also an opportunity to ask students what	This is a PBIS reward lunch for students. This is also an opportunity to ask students what

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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		changes they see as important for the school and how students are feeling on campus. 4000-4999: Books And Supplies Donations 750	changes they see as important for the school and how students are feeling on campus. 4000-4999: Books And Supplies Donations 582
		100 Merit Reward Activities - food and activities 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 1,500	100 Merit Reward Activities - food and activities 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 1500
		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. 4000-4999: Books And Supplies Donations 1,100	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. 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 1185

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
expectations and rewards for those behaviors.			
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.	3.) Staff Collaboration & Professional Development *The staff participated in SEL and PBIS collaborations. Visible learning was not touched on to the extent it has been in the previous year. The staff also participated in the CSSS as outlined.	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	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 152
		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 1197
		Various Teacher Training in PBIS, School Counseling, MDTP (Math), Co-Teaching, Love and Logic, UDL, etc. 5800: Professional/Consulting Services And Operating Expenditures Title II Part A: Improving Teacher Quality	Various Teacher Training in PBIS, School Counseling, MDTP (Math), Co-Teaching, Love and Logic, UDL, etc. 5800: Professional/Consulting Services And Operating Expenditures Title II Part A: Improving Teacher Quality

Analysis

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

Marina Village continued to provide counseling services for services. Due to a change in counseling personnel at the beginning of the 23-24 school year, the same social-emotional inventory statistics were not available. During the 2022-23 school year, the percentage of students who agree or strongly agree that Marina is a safe place for their children stayed consistent from the previous year. During the 2022-23 school year the number of unduplicated students who were suspended dropped to 1.7%. During the 2022-23 school year, the number of chronically absent students dropped to 8.2%.

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

Based on the data, the strategies produced the desired results to meet our goals. Parents remained positive about Marina Village, we saw a drop in suspensions, and chronic absenteeism improved.

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

One difference was that the radios were not delivered in the 22/23 school year due to manufacturing challenges. They are anticipated to be delivered in the 23/24 school year. There were no other material differences between the proposed expenditures and the estimated actual expenditures. 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 some variations inherent in a new school year with different activities. We will continue to provide community-building activities for students through leadership, the Ohana Climate Committee, W.E.B. leadership, PBIS, and other groups. We will also look at bringing in a motivational speaker, supporting a Marina Honor Society, and various clubs that meet the interests of students. In addition, title II funding is being provided for teacher improvement in the upcoming year.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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
Garden Usage - how many students are using the garden on a weekly basis and how many lessons are taught on a monthly basis.	We will be able to establish a baseline of student usage and lessons presented using our garden coordinator and garden area.	While a number of improvements have been made on the garden, lessons were not provided by the garden coordinator. With a new garden coordinator this year, the goals is to monitor the usage closer with lessons being presented.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1.) Staff Collaboration & Professional Development Marina Village will provide non-instructional staff including secretaries and custodians with support and opportunities for job-related professional growth to improve overall school operations and efficacy. Recognizing the important role that everyone has when it comes to school culture and safety, non-instructional personnel will also be included in trainings pertaining to Social Emotional Learning (SEL), Trauma-Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness and Growth Mindset. The non-instructional support staff will also participate in the California School Staff Survey (CSSS) to aid in	1.) Staff Collaboration & Professional Development Support for secretarial training was provided to help improve staff performance.	Secretarial training in the Aeries student database system 5800: Professional/Consulting Services And Operating Expenditures LCFF 200	Secretarial training in the Aeries student database system 5800: Professional/Consulting Services And Operating Expenditures LCFF 200

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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. | 2.) Facilities & Technology Infrastructure

Facilities, funding, and supplies to provide for a beautiful and effective facility were implemented as described. This includes additional maintenance support along with our garden club and hydroponics system. | Garden club supplies. The garden will also be supplemented by the PTC. 4000-4999: Books And Supplies Donations 1,200 | Garden club supplies. The garden will also be supplemented by the PTC. 4000-4999: Books And Supplies Donations 1200 |
| | | Commitment to hydroponics systems and instruction. 6000-6999: Capital Outlay Donations 2,200 | Commitment to hydroponics systems and instruction. 6000-6999: Capital Outlay Donations 2000 |
| | | An additional allocation of utility technician time has been provided to Marina Village for the improvement and maintenance of the landscaped areas. 5000-5999: Services And Other Operating Expenditures District Funded | An additional allocation of utility technician time has been provided to Marina Village for the improvement and maintenance of the landscaped areas. 5000-5999: Services And Other Operating Expenditures District Funded |

Analysis

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

The secretarial training was provided through an online program. The garden coordinator received funding for beautification with purchased planter boxes, a green house, a shed, tools, and plants. The additional utility tech help has allowed for a more beautiful and safe environment. The leaves get cleaned up quicker which reduces the possibility of slippage. Weeds are also kept at bay which provides for a more visually appealing campus.

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

Our student services secretary was trained and is not only competent, but has become a district leader in her position. The garden has flourished and is more beautiful than ever. The hydroponics systems produced some amazing plants and our 7th grade science teachers were able to provide lessons in hydroponic growth.

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

There were no material differences between the proposed expenditures and the estimated actual expenditures. 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. We will continue to implement a garden program but will look at adding some additional infrastructure on campus along with a beautification committee to help with campus improvements. While will still have the hydroponics tables, we will not be partnering with the company due to a lack of support and added value from that partnership.

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	134,041.18

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
District Funded	12,200.00
Donations	28,115.18
LCFF	72,226.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	11,500.00
Title II Part A: Improving Teacher Quality	10,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	20,770.00
2000-2999: Classified Personnel Salaries	7,090.00
4000-4999: Books And Supplies	44,628.00
5000-5999: Services And Other Operating Expenditures	42,400.00
5800: Professional/Consulting Services And Operating Expenditures	10,000.00
6000-6999: Capital Outlay	9,153.18

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	5,800.00
5000-5999: Services And Other Operating Expenditures	District Funded	6,400.00
4000-4999: Books And Supplies	Donations	3,962.00
5000-5999: Services And Other Operating Expenditures	Donations	15,000.00
6000-6999: Capital Outlay	Donations	9,153.18
1000-1999: Certificated Personnel Salaries	LCFF	14,970.00
2000-2999: Classified Personnel Salaries	LCFF	7,090.00
4000-4999: Books And Supplies	LCFF	31,566.00
5000-5999: Services And Other Operating Expenditures	LCFF	18,600.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	9,100.00
5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	2,400.00
5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	10,000.00

School Site Council Membership

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

2 School Principal

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
Chris Morgan	Classroom Teacher
Jamie Olson	Classroom Teacher
Stephen Minto	Parent or Community Member
Jona Bybee	Parent or Community Member
Nik Sirur	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:

Levi Cambridge (signature)	Principal, Levi Cambridge on 12/18/23
Jona Bybee (signature)	SSC Chairperson, Jona Bybee on 12/18/23

Addendum

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

Instructions: Linked Table of Contents

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 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	October 2023
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.

Table of Contents

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 shared nurse, a full time health office clerk, a full-time psychologist, a district EL Coordinator, a mental health clinician through a partnership grant with Summetview, 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.

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		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	0.21%	1.05%		1	5
African American	1.0%	0.83%	0.63%	6	4	3
Asian	5.1%	1.46%	1.47%	32	7	7
Filipino	2.5%	1.25%	0.84%	16	6	4
Hispanic/Latino	20.1%	21.46%	23.11%	127	103	110
Pacific Islander	0.5%	0.63%	0.63%	3	3	3
White	67.2%	71.25%	69.75%	424	342	332
Multiple/No Response	3.7%	2.92%	2.52%	23	14	12
			Total Enrollment	631	480	476

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	219	146	156
Grade 7	193	167	145
Grade 8	219	167	175
Total Enrollment	631	480	476

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. From the 21/22 school year to the 22/23 school year, attendance has remained consistent varying by a few students throughout the year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	36	34	37	5.7%	7.1%	7.8%
Fluent English Proficient (FEP)	42	20	22	6.7%	4.2%	4.6%
Reclassified Fluent English Proficient (RFEP)	8			22.2%		

Conclusions based on this data:

1. The percent of students from the 21/22 school year to the 22/23 school year has remained consistent varying only by .7%.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	211	142	158	175	140	156	175	140	155	82.9	98.6	98.7
Grade 7	194	167	141	164	163	138	163	163	138	84.5	97.6	97.9
Grade 8	210	167	175	152	162	169	152	162	169	72.4	97.0	96.6
All Grades	615	476	474	491	465	463	490	465	462	79.8	97.7	97.7

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	2564.	2543.	2536.	26.86	21.43	23.87	39.43	35.71	32.26	22.29	24.29	21.29	11.43	18.57	22.58
Grade 7	2587.	2592.	2585.	27.61	31.29	24.64	36.81	41.72	42.75	22.09	13.50	14.49	13.50	13.50	18.12
Grade 8	2597.	2580.	2595.	25.66	18.52	23.67	36.18	40.12	39.05	29.61	24.07	27.22	8.55	17.28	10.06
All Grades	N/A	N/A	N/A	26.73	23.87	24.03	37.55	39.35	37.88	24.49	20.43	21.43	11.22	16.34	16.67

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	25.71	20.00	25.16	62.29	58.57	50.97	12.00	21.43	23.87
Grade 7	31.29	26.38	26.81	55.21	60.74	61.59	13.50	12.88	11.59
Grade 8	29.61	24.69	24.85	55.92	58.64	62.13	14.47	16.67	13.02
All Grades	28.78	23.87	25.54	57.96	59.35	58.23	13.27	16.77	16.23

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	34.29	19.42	21.94	53.71	56.12	49.03	12.00	24.46	29.03
Grade 7	33.95	44.17	31.16	50.62	44.79	52.17	15.43	11.04	16.67
Grade 8	28.95	22.84	26.04	54.61	58.02	60.95	16.45	19.14	13.02
All Grades	32.52	29.31	26.19	52.97	52.80	54.33	14.52	17.89	19.48

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 6	20.00	20.71	15.48	68.57	70.00	74.84	11.43	9.29	9.68
Grade 7	19.63	17.18	17.39	69.94	72.39	74.64	10.43	10.43	7.97
Grade 8	14.47	18.52	18.93	77.63	67.90	69.82	7.89	13.58	11.24
All Grades	18.16	18.71	17.32	71.84	70.11	72.94	10.00	11.18	9.74

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 6	29.14	22.86	18.71	62.86	65.00	66.45	8.00	12.14	14.84
Grade 7	30.67	28.83	26.81	62.58	59.51	58.70	6.75	11.66	14.49
Grade 8	27.63	30.86	27.22	61.18	58.02	63.91	11.18	11.11	8.88
All Grades	29.18	27.74	24.24	62.24	60.65	63.20	8.57	11.61	12.55

Conclusions based on this data:

1. In the category of overall achievement for all students, when comparing the 7th grade group from 2021/2022 to the testing 8th grade group of 2022/2023, overall achievement decreased from 73.01% above or at standard down to 62.77%. Although this is not completely the same make up of students, it is a large percentage of the same testing students.

2. Students scored the highest in the domain of- Writing: creating clear and purposeful writing- with 26.19% 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	211	142	157	173	139	154	173	139	154	82.0	97.9	98.1
Grade 7	194	167	141	162	163	138	162	163	138	83.5	97.6	97.9
Grade 8	210	167	175	152	162	170	152	162	170	72.4	97.0	97.1
All Grades	615	476	473	487	464	462	487	464	462	79.2	97.5	97.7

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

Overall Achievement for All Students																			
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	2550.	2522.	2522.	25.43	17.99	16.88	27.75	24.46	27.27	27.17	30.94	27.92	19.65	26.62	27.92
Grade 7	2546.	2557.	2542.	20.37	24.54	17.39	25.31	28.83	28.26	25.93	28.22	23.91	28.40	18.40	30.43
Grade 8	2575.	2548.	2559.	29.61	17.28	18.24	19.08	17.90	24.71	24.34	32.10	30.00	26.97	32.72	27.06
All Grades	N/A	N/A	N/A	25.05	20.04	17.53	24.23	23.71	26.62	25.87	30.39	27.49	24.85	25.86	28.35

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	23.70	17.27	20.78	58.96	52.52	51.95	17.34	30.22	27.27
Grade 7	22.36	27.61	18.12	50.93	53.99	53.62	26.71	18.40	28.26
Grade 8	22.52	17.90	17.06	54.30	55.56	58.24	23.18	26.54	24.71
All Grades	22.89	21.12	18.61	54.85	54.09	54.76	22.27	24.78	26.62

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	23.12	12.95	15.58	57.80	56.83	57.14	19.08	30.22	27.27
Grade 7	20.37	19.63	19.57	60.49	63.19	57.25	19.14	17.18	23.19
Grade 8	26.97	15.43	17.06	50.66	56.17	62.94	22.37	28.40	20.00
All Grades	23.41	16.16	17.32	56.47	58.84	59.31	20.12	25.00	23.38

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	23.12	15.11	13.64	64.16	69.06	62.34	12.72	15.83	24.03
Grade 7	19.14	19.63	18.84	64.20	65.03	62.32	16.67	15.34	18.84
Grade 8	29.61	12.96	12.94	51.32	62.35	65.88	19.08	24.69	21.18
All Grades	23.82	15.95	14.94	60.16	65.30	63.64	16.02	18.75	21.43

Conclusions based on this data:

1. In the category of overall achievement for all students, when comparing the 7th grade group from 2021/2022 to the testing 8th grade group of 2022/2023, overall achievement decreased from 53.3% above or at standard down to 42.95%. Although this is not completely the same make up of students, it is a large percentage of the same testing students.

2. All grades scored the highest in communicating reasoning and demonstrating ability to support mathematical conclusions with 78.58% of all 6th-8th graders at, near, or above standard.

3. All grades scored the lowest in the area of concepts and procedures.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1534.7	1547.3	*	1544.8	1546.5	*	1524.4	1547.6	*	13	15	9
7	*	1557.1	1518.5	*	1556.7	1512.8	*	1557.0	1523.6	8	11	13
8	1570.9	*	1532.9	1571.6	*	1529.1	1569.8	*	1536.4	11	5	11
All Grades										32	31	33

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	15.38	33.33	*	38.46	53.33	*	38.46	13.33	*	7.69	0.00	*	13	15	*
7	*	27.27	15.38	*	45.45	23.08	*	18.18	38.46	*	9.09	23.08	*	11	13
8	36.36	*	0.00	36.36	*	54.55	27.27	*	36.36	0.00	*	9.09	11	*	11
All Grades	25.00	32.26	12.12	34.38	48.39	36.36	31.25	16.13	36.36	9.38	3.23	15.15	32	31	33

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	30.77	53.33	*	53.85	40.00	*	15.38	6.67	*	0.00	0.00	*	13	15	*
7	*	63.64	23.08	*	18.18	30.77	*	18.18	23.08	*	0.00	23.08	*	11	13
8	45.45	*	27.27	36.36	*	45.45	18.18	*	9.09	0.00	*	18.18	11	*	11
All Grades	37.50	54.84	24.24	40.63	35.48	39.39	18.75	9.68	18.18	3.13	0.00	18.18	32	31	33

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	7.69	13.33	*	7.69	33.33	*	61.54	40.00	*	23.08	13.33	*	13	15	*
7	*	18.18	7.69	*	27.27	30.77	*	45.45	23.08	*	9.09	38.46	*	11	13
8	18.18	*	0.00	36.36	*	27.27	45.45	*	45.45	0.00	*	27.27	11	*	11
All Grades	12.50	16.13	6.06	21.88	32.26	30.30	53.13	41.94	30.30	12.50	9.68	33.33	32	31	33

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	25.00	33.33	*	75.00	60.00	*	0.00	6.67	*	12	15	*
7	*	9.09	7.69	*	72.73	69.23	*	18.18	23.08	*	11	13
8	27.27	*	9.09	72.73	*	72.73	0.00	*	18.18	11	*	11
All Grades	25.81	25.81	9.09	67.74	64.52	66.67	6.45	9.68	24.24	31	31	33

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	61.54	86.67	*	38.46	13.33	*	0.00	0.00	*	13	15	*
7	*	81.82	90.00	*	18.18	10.00	*	0.00	0.00	*	11	10
8	54.55	*	70.00	45.45	*	20.00	0.00	*	10.00	11	*	10
All Grades	56.25	80.65	75.86	40.63	19.35	17.24	3.13	0.00	6.90	32	31	29

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	18.18	6.67	*	18.18	60.00	*	63.64	33.33	*	11	15	*
7	*	27.27	7.69	*	27.27	46.15	*	45.45	46.15	*	11	13
8	36.36	*	9.09	27.27	*	54.55	36.36	*	36.36	11	*	11
All Grades	24.14	16.13	9.09	27.59	45.16	51.52	48.28	38.71	39.39	29	31	33

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	23.08	33.33	*	69.23	66.67	*	7.69	0.00	*	13	15	*
7	*	18.18	16.67	*	72.73	66.67	*	9.09	16.67	*	11	12
8	0.00	*	0.00	100.00	*	81.82	0.00	*	18.18	11	*	11
All Grades	12.50	22.58	15.63	81.25	74.19	65.63	6.25	3.23	18.75	32	31	32

Conclusions based on this data:

1. Our 7th to 8th graders from 2022 to 2023 drop 16.66% in the Well Developed category in the writing domain. We believe this drop is due testing the students so late in the year after the state CAASPP test resulting in testing fatigue.

2. In 2022 we had 53.33% of 6th graders scoring level three while only 15.38% moved to a level 4 in 7th grade during the 2023 school year & 45.45% of 7th graders were a level 3 in 2022 and 0% moved to a level 4 in 8th grade during the 2023 school year.

3. Students scoring the highest in level 1 were 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.

2. As of October 2022, the school has 70.43% White (non-hispanic) and our second largest population is 22.13% hispanic or latino. As of October 2023, the school has 69.03% White (non-hispanic) and 21.29% hispanic or latino.

3. As of October, 2023, the school has 465 students which is down 5 students compared to this time last year with enrollment at 470 during October 2022.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. During the 2022 school year, suspension rates were considered medium level. There were 25 students suspended throughout the school year.

2. English language arts performance had an overall achievement of high and English Learners had and overall achievement of very high.

3. Chronic Absenteeism is an area needing to be addressed coming in as very high.

School and Student Performance Data

Academic Performance
English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Orange	Less than 11 Students
22.7 points above standard	55.5 points below standard	
Maintained -1.7 points	Decreased Significantly -16.6 points	0 Students
458 Students	43 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Orange	Red
	22.5 points below standard	87.2 points below standard
6 Students	Maintained +0.5 points	Maintained +1.3 points
	131 Students	90 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	Less than 11 Students 5 Students	Less than 11 Students 7 Students	Less than 11 Students 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 15.5 points below standard Decreased -5.7 points 102 Students	99.8 points above standard Increased Significantly +50.1 points 11 Students	Less than 11 Students 3 Students	Green 32 points above standard Decreased -5.3 points 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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
100.7 points below standard	75.8 points above standard	29.3 points above standard
Decreased Significantly -25.1 points	Increased Significantly +32.5 points	Maintained -0.7 points
32 Students	11 Students	401 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 to very low (1-2 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	2	2	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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	Less than 11 Students
25.9 points below standard	104.4 points below standard	
Decreased -4.1 points	Decreased -8.5 points	0 Students
455 Students	42 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Yellow	Orange
	61.8 points below standard	139.9 points below standard
5 Students	Increased +8.6 points	Increased +9.2 points
	129 Students	90 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	Less than 11 Students 5 Students	Less than 11 Students 7 Students	Less than 11 Students 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 69.8 points below standard Decreased -12.1 points 101 Students	34.5 points above standard Increased Significantly +17.2 points 11 Students	Less than 11 Students 3 Students	Yellow 14.2 points below standard Decreased -3.8 points 322 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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
139.1 points below standard Maintained +2 points 32 Students	Less than 11 Students 10 Students	19.3 points below standard Decreased -3.9 points 399 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
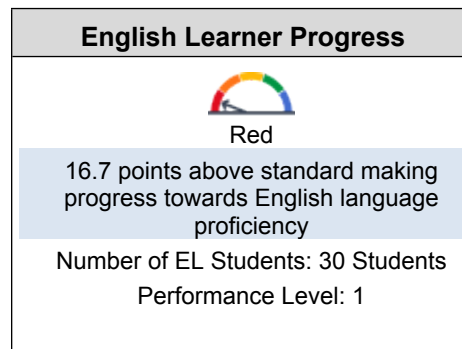## English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Red
16.7 points above standard making progress towards English language proficiency
Number of EL Students: 30 Students
Performance Level: 1

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.

2023 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
15	10	1	4

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.
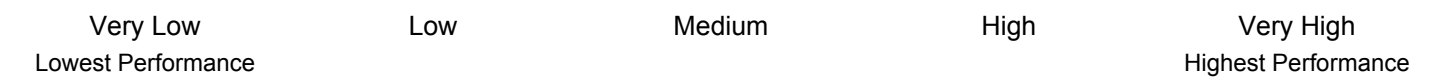
School and Student Performance Data

Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.
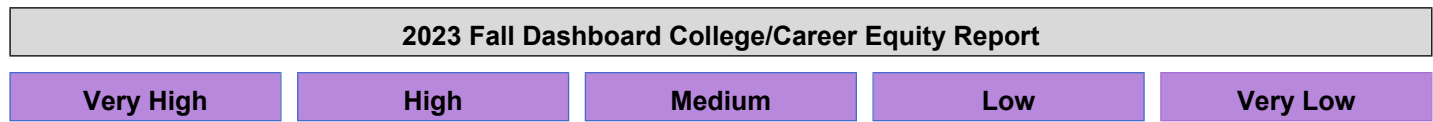
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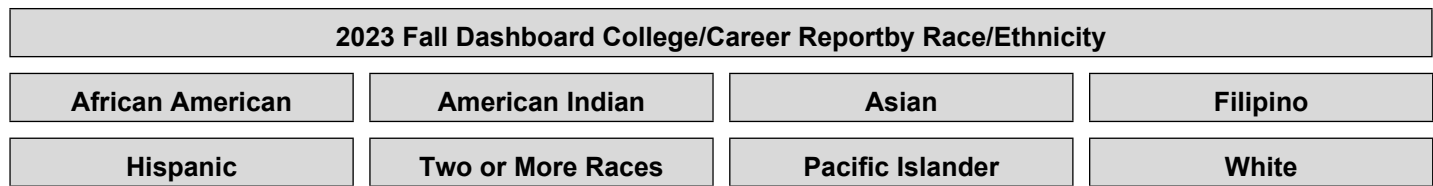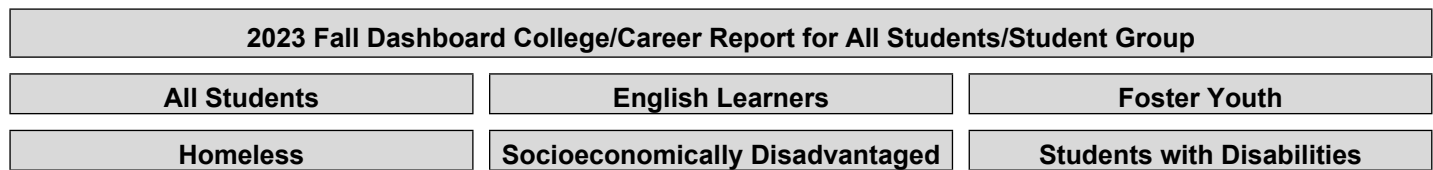
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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.

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Reportby 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
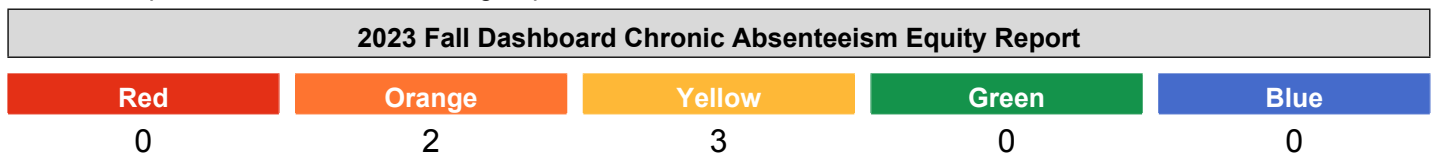
Academic Engagement
Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	3	0	0

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	Less than 11 Students
13.5% Chronically Absent	13.2% Chronically Absent	
Declined Significantly -10.3	Declined -8.5	1 Student
488 Students	38 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Orange	Orange
	23.1% Chronically Absent	21.6% Chronically Absent
9 Students	Declined -8.5	Declined -10.3
	143 Students	102 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 Students	Less than 11 Students 5 Students	Less than 11 Students 7 Students	Less than 11 Students 6 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 16.1% Chronically Absent Declined -14.2 112 Students	15.4% Chronically Absent Increased 2.9 13 Students	Less than 11 Students 3 Students	Yellow 12.1% Chronically Absent Declined Significantly -11.4 338 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

Academic Engagement
Graduation Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 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
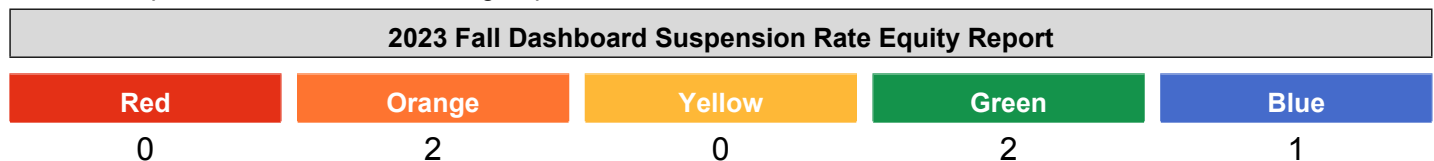
Conditions & Climate
Suspension Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	2	0	2	1

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Blue	Less than 11 Students
5.9% suspended at least one day	0% suspended at least one day	1 Student
Increased 0.9	Declined -8.1	
490 Students	38 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Green
9 Students	9.7% suspended at least one day	7.8% suspended at least one day
	Increased 1	Declined -4.9
	145 Students	102 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	Less than 11 Students 5 Students	Less than 11 Students 7 Students	Less than 11 Students 6 Students

Hispanic	Two or More Races	Pacific Islander	White
Green	0% suspended at least one day	Less than 11 Students 3 Students	Orange
6.1% suspended at least one day	Maintained 0		5.9% suspended at least one day
Declined -0.3	13 Students		Increased 1.4
114 Students			338 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. We will now be able to compare the 2023 Fall school year data to the 2024 Fall School year Data. Fall 2023 Data: 30% of 6th graders or 44 students out	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
	of 152 scored Above Benchmark on the Star Reading Assessment 22% of 6th graders or 32 students out of 152 scored At Benchmark on the Star Reading Assessment 22% of 6th graders or 32 students out of 152 scored on Watch on the Star Reading Assessment 15% of 6th graders or 22 students out of 152 scored as needing Intervention on the Star Reading Assessment 11% of 6th graders or 16 students out of 152 scored as needing urgent Intervention on the Star Reading Assessment 24% of 7th graders or 36 students out of 161 scored Above Benchmark on the Star Reading Assessment 16% of 6th graders or 24 students out of 161 scored At Benchmark on the Star Reading Assessment 34% of 7th graders or 51 students out of 161 scored on Watch on the Star Reading Assessment 13% of 7th graders or 19 students out of 161 scored as needing Intervention on the Star Reading Assessment 14% of 7th graders or 21 students out of 161 scored as needing urgent Intervention on the Star Reading Assessment 21% of 8th graders or 30 students out of 153 scored Above Benchmark on the Star Reading Assessment 19% of 8th graders or 26 students out of 153 scored At Benchmark on the Star Reading Assessment 36% of 8th graders or 50 students out of 153 scored on Watch on the Star Reading Assessment 9% of 8th graders or 13 students out of 153 scored as needing Intervention on the Star Reading Assessment 15% of 8th graders or 21 students out of 153 scored as needing urgent Intervention on the Star Reading Assessment In Fall 2022, • 43% of 6th graders scored advanced (6% of RSP English Students)	

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 Fall 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)	
Student Grade Analysis (Student work and classroom formative/summative assessments/teacher recommendations for interventions)	In the Fall of 2022, there were 297 students with a 3.0 or higher on their trimester 1 report cards and in Winter of 2023, there were 305 students with a 3.0 or higher on their trimester 2 report cards for an increase of 8 students. In the Fall of 2023, there were 321 students with a 3.0 or higher on their trimester 1 report cards for an increase of 24 from the same reporting period the previous 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, 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.
FLEX Literacy Data	Based on the data below, less than 50% of students met this goal. 51% of Students Did NOT increase their scores. However, when compared to the previous year, this is an improvement as 58% did NOT increase their scores by the specified amounts. SAI English 2023 Data Reading Intervention Data:	Increase student lexile levels by at least 50 points for all students using the program FLEX.

Metric/Indicator	Baseline	Expected Outcome
	4 out of 31 students (12%) increased their Lexile score by 0-100 points. 11 out of 31 students (35%) increased their Lexile score by 100 points or more. 16 out of 31 students (51%) did not increase their Lexile scores. SAI English 6: 1 out of 7 students (14%) increased their Lexile score by 0-100 points. 2 out of 7 students (28%) increased their Lexile score by 100 points or more. 4 out of 7 students (57%) did not increase their Lexile scores. SAI English 7: 5 out of 11 students (45%) increased their Lexile score by 100 points or more. 6 out of 11 students (54%) did not increase their Lexile scores. SAI English 8: 3 out of 13 students (23%) have increased their Lexile score by 0-100 points. 4 out of 13 students (30%) have increased their Lexile score by 100 points or more. 6 out of 13 students (46%) have seen no increase in their Lexile score. 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.	

Metric/Indicator	Baseline	Expected Outcome
	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: 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 2023 • 154 students on or above grade level out of 466 (33%) Decrease of 2% from previous year • October 2023 416,742 Problems completed &	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)

Metric/Indicator	Baseline	Expected Outcome
	21,732 Skills proficient or mastered • 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.	

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

7/1/23-5/26/24

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 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 socio-economic 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. Our school will provide technical infrastructure and systems of support that allow quality education and effective learning environments to flourish. PTO & Site Donations.
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: teacher 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	11000
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	14,000
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	IXL Math, FLEX, Accelerated Reader- 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. Please note new staff needed laptops which took up the majority of this expense.

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,1 lunch club per grade level, and after school tutoring. Students will participate in 100 IXL Skills Challenge and have the opportunity to participate in the Million Words Read recognition program. Students will be placed curriculum support intervention classes to support academic success and academic access.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/10/23-5/26/24

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, celebrations and support program/activities and updates. 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	10,000
Source	None Specified
Budget Reference	None Specified
Description	Funds associated with providing supplies and materials for physical education, lunch time activities, supplies for extra curricular activities such as reading competitions, instructional rounds, spiritwear, teacher supplies, awards for various connectedness activities, etc. These activities are funded through the, PTO, Site Funds, and Site General Donations.
Amount	1600
Source	None Specified
Budget Reference	4000-4999: Books And Supplies
Description	Physical Education Department needed equipment to launch the soccer program as well as general supplies. Please note, these items are co-funded by PTO and site funds.
Amount	5,200
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.
Source	None Specified
Budget Reference	None Specified

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

8/10/23-5/26/24

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

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

8/10/23-5/26/24

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	10500
Source	Special Education

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute coverage needed for general education and special education teacher attendance at IEP, 504, 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
In previous years, we included the California Healthy Kids Survey Data; however, in 2023-2024 Rescue Union School District opted out of this Survey and will give a district created survey. This survey will be given to all grade levels. Pleasant Grove Middle School gave a beginning of the year survey in 2022 and 2023. You can reference the results under baseline. 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 • Of the 333 students surveyed 75.4% stated they feel safe at school. 19.5% stated they sometimes feel safe at school. and 5.1% stated they do not feel safe at school • 82.9% of students stated they do not need or want a school staff to reach out to them and 17.1% of students stated they would like a staff member to reach out to them. Baseline for end of the year results May 2023 • 63.1% of 393 responses stated they feel they have a trusted adult at school. 22.6% stated they were not sure, and 14.2% stated no they did not have have	By the end of 2023, 80% of students will report they feel safe at Pleasant Grove. By the end of 2023, 80% of students will report they have a trusted adult at Pleasant Grove.

Metric/Indicator	Baseline	Expected Outcome
	a trusted adult to talk to at school. On as scale of 1-5, 5 being the safest at school and 1 being I do NOT feel safe at school, 393 students responded the following way: 2.8% responded w/ 1, 3.3% responded w/ 2, 25.4% responded w 3, 36.4% responded w/ 4, 32.1% responded w/ 5. • ------------2022------------------------ • 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. (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	

Metric/Indicator	**Baseline**	**Expected Outcome**
	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 2023-2024 school year, professional development opportunities will continue to be offered to classified staff in the areas of Social Emotional Learning, campus safety, Special Education Best Practices, 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 2023-2024 school year.	If received during the 2023-2034 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

8/10/2023-5/26/2024

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

8/10/2023-5/26/2024

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

Amount	4000
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 as well as district level funds through a grant.

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2022-23

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 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.	This goal was not met. Although there was an increase of .16% of students exceeding or meeting standards, we did not increase by 3%.
Accelerated Reader Reading Inventory	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.	By the end of the 2023 school year, we were able to establish baseline data using the Star Screening assessment/ AR program. • 52% of 6th graders were at or above benchmark. • 57% of 7th graders were at or above benchmark. • 8th graders did not complete the end of year benchmark
Student Grade Analysis (Student work and classroom formative/summative assessments/teacher recommendations for interventions)	Increase the number and percentage of students achieving a grade of "C" or higher in Math and English classes at all grade levels by 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.	A new baseline was established: In the Fall of 2022, there were 297 students with a 3.0 or higher on their trimester 1 report cards and in Winter of 2023, there were 305 students with a 3.0 or higher on their trimester 2 report cards for an increase of 8 students. In the Fall of 2023, there were 321 students with a 3.0 or higher on their trimester 1 report cards for an increase of 24 from the same reporting period the previous year.
FLEX Literacy Data	Increase student lexile levels by at least 50 points for all students using the program FLEX.	35% of the SAI students met this goal.
IXL Math	Increase students meeting or exceeding standard by 3% as measured on CAASPP	This goal was not met. Although there was an increase of .16% of students exceeding or meeting standards, we did not increase by 3%.

Metric/Indicator	**Expected Outcomes**	**Actual Outcomes**

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, 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/relationships).	Staff participated in DIG projects focusing on staff directed professional development many with an AVID focus or curriculum based focus. Additionally, funds were provided for curriculum items such as vocabulary books, Froguts, online programs, etc.	Proposed expenditure represents curriculum and supplemental materials needed to support alignment of instruction with content standards that includes, but is not limited to: (Froguts, Flocabulary/vocabulary workshop, Typing Agent) 5000-5999: Services And Other Operating Expenditures District Funded 4700	5000-5999: Services And Other Operating Expenditures District Funded 4700
		0	
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	9 Staff members were sent to the AVID summer institute. Additionally, VR headset technology was purchased, new chromebooks for staff, funds to support supplies for teachers, classrooms, and the library were also provided: books, general supplies, ink, paper, copy	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	4000-4999: Books And Supplies Site Formula Funds 150

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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	machines, etc. Extra sub time was provided for teachers when needed to support as well as sub release time for professional growth and field trips.	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 incentives for students to receive once they have taken and passed an AR Test and IXL. Purchase high interest books for the library. 4000-4999: Books And Supplies Donations 2100	4000-4999: Books And Supplies Donations 2200
		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 General Fund 3500	4000-4999: Books And Supplies General Fund 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 classes with aides, a Resource Class (SAI) for Math or E/LA, or in a class supported by a paraprofessional or intervention aide.	1000-1999: Certificated Personnel Salaries LCFF - Supplemental 30000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
instructional support is needed.		Proposed expenditure represents 1 full time intervention aide. 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 programs. Funds used from the educator effectiveness funds and AVID District Funds. 5000-5999: Services And Other Operating Expenditures Title II Part A: Improving Teacher Quality 7000	5000-5999: Services And Other Operating Expenditures Title II Part A: Improving Teacher Quality 10000
		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 4700
		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	None Specified District Funded 18000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Certificated personnel, 5000 Services and other operating expenditures) None Specified District Funded 14000	
		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	4000-4999: Books And Supplies Site Formula Funds 200
		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. 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 17,000	5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 17,00
		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 3200	None Specified Donations 3200
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 | | Fund a .4 FTE to support CORE Subject intervention classes for targeted qualifying students. 1000-1999: Certificated Personnel Salaries District Funded 30000 | 1000-1999: Certificated Personnel Salaries District Funded 30000 |
| | | Prioritize Library collection and program needs. Provide reading motivational events and activities, author visits, | None Specified Donations 500 |

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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, or general intervention curriculum support classes.		assemblies, celebrations and support program/activities. Proposed expenditure represents funds that come from multiple budget references. 4000-4999: Books And Supplies General Fund 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 7699
		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. 5800: Professional/Consulting Services And Operating Expenditures Donations 30000	5800: Professional/Consulting Services And Operating Expenditures Donations 30000
		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. None Specified None Specified 37000	None Specified None Specified 37000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Physical Education Department needed equipment and supplies. Please note, these items are co-funded by PTO and site funds. 4000-4999: Books And Supplies None Specified 1600	4000-4999: Books And Supplies None Specified 2000
		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. 4000-4999: Books And Supplies Donations 4,800	4000-4999: Books And Supplies Donations 4800
		Funds allocated for general school supplies, postage, copy machine expenses, and copy machine contracts. 4000-4999: Books And Supplies Site Formula Funds 8,300	4000-4999: Books And Supplies None Specified 9500
		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. 4000-4999: Books And Supplies None Specified 10,000	None Specified None Specified 12000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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. | | 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. None Specified Donations 1200 | None Specified Donations 200 |
| 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 | | 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 | 2000-2999: Classified Personnel Salaries District Funded 150 |

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.		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. 2000-2999: Classified Personnel Salaries District Funded 100	
		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. 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 1000	4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC) 0
		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.

Our school will provide quality educational services to maximize academic achievement for all individual students and student groups. The overall strategies to meet this goal were successful when it came to strategically scheduling students into classes that would meet their educational needs such as electives and intervention classes. Additionally, we were able to focus on purchasing extra items to enhance learning such as VR headset software and at the district level differentiated curriculum such as Flex, AR, and IXL.

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

As far as sending staff to professional development, there was not a sound system for this. It was more done on a first come first approved basis. We did have a better system for AVID summer institute in terms of sending those who had not been trained yet or who had not been trained in many years.
The VR headset technology was purchased early on but it did take many months to roll out to staff and the updating time could have been better. Additionally, not all staff have been trained on it yet.
AR was the newly adopted reading program and it for the first full year roll out, it went fairly well. We had all students assessed with the benchmark at least once. However, the 8th graders did not take the end of the year assessment to allow for comparative data.

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

We ended up being over budget in many areas due to the increase cost in many areas. We will need to adjust our expenditures for the following year to account for the increase cost of items.

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 should consider how to train all staff on the technology we have at hand to ensure it is utilized more effectively. Additionally, we need to account better for inflation and consider how to adjust for the increased cost of items.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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 Parents	For the 2022-2023 School Year, the goal is for the following: Increase all areas by 5%.	67% of students reported feeling school was safe or very safe. This was an increase of 6%.

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 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	All 7th graders, minus those that opted out, participated in the sexual health education program. Additionally, Champion's club and Champion's League were offered during all lunches providing anti-drug education for students and healthy life choices for students during lunch time. All grades participated at almost 100% participation rates in Red Ribbon Week and ended the week with a dance. The site safety team met three times and new walkie talkies were purchased to replace any non-functioning ones.	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) None Specified Other 450	None Specified Other 900

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.			
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. | Champions Club and Champions League were offered throughout the entire school year varying between 2-3 days per week. Students attended Champions Club field trips and also participated in intramural activities. Additionally, lunch clubs took place at all grade levels. Our school counselor conducted lunch time activities in the wellness center and also ran small counseling groups. PBIS was enhanced with the | 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. None Specified Other 92,493 | None Specified Other 92,000 |
| | | Expenditures related to materials and supplies for school connectedness opportunities: Where Everyone Belongs (WEB) supplies, Leadership Lunchtime activities, PUMA Pride | 4000-4999: Books And Supplies Donations 1500 |

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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	relaunch and focus of the merit system. New 100 Merit signs were purchased and displayed across all areas of the campus, the PBIS flowchart was followed and placed in our planners, and the 100 merits parties were celebrated each trimester.	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 4000-4999: Books And Supplies Donations 1000	
		Expenditures related to items needed for counseling sessions, de-escalation room, and de-escalation tools/items. 0000: Unrestricted Donations 100	0000: Unrestricted Donations 100
		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. 1000-1999: Certificated Personnel Salaries Site Formula Funds 26022	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 10570	2000-2999: Classified Personnel Salaries Site Formula Funds 10500

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.		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. 1000-1999: Certificated Personnel Salaries None Specified 5000	1000-1999: Certificated Personnel Salaries None Specified 3400
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	Staff attended weekly professional collaboration and professional growth Wednesdays throughout the year. These were free trainings.	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. None Specified None Specified 0	0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Survey (CSSS) to aide in determining topics for future collaboration.		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. None Specified None Specified 0	0

Analysis

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

Our school will provide safe, clean, student-centered learning environments that are responsive to the social-emotional needs of all children and families. In order to achieve this goal, the school had the wellness center open during lunches, the Champions Club, the Champions League, lunch clubs, theater program, PBIS, and professional growth opportunities for staff.

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

These programs were highly effective for students. Students participated in the Champions League at high rates allowing them to participate in organized intramurals during lunch. Additionally, they had the opportunity to participate in lunch clubs, field trips, and theater. These activities all helped to provide opportunities for students to connect to the school in a safe way.

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

All items associated with this goal have gone up in price. For example, operating the PBIS/AVID incentive carts, lunch clubs, and providing lunch time equipment costs more than excepted.

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

We will no longer have the Proposition 64 funds at our site, so we will need to make adjustments to this area. Additionally, we will need to make adjustments to the increased cost to operate things such as the incentive carts and provide lunch time equipment, etc...

Annual Review and Update

SPSA Year Reviewed: 2022-23

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	
Facility Inspection Tool	Facilities will be in "Good Repair" or higher as measured by the 2022-2023 Facility Inspection Tool.	
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.	

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Staff Collaboration & Professional Development Pleasant Grove Middle School will provide non-instructional staff including secretaires and custodians with support and opportunities for job-related professional growth to improve overall school operations and efficacy. Recognizing the important role that everyone has when it comes to school culture and safety, non-instructional personnel will also be included in	The PBIS and Positive School Culture and Climate Team met one time per month and held monthly staff meetings. Additionally, safety meetings were held on a regular basis as well as monthly safety drills.	Secretary Trainings. These trainings occur during normal working hours and do not come at an additional cost to the site. 2000-2999: Classified Personnel Salaries District Funded 0	0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
trainings pertaining to Social Emotional Learning (SEL), Trauma Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness, Restorative Justice, Alternative Discipline, and Growth Mindset. Non-instructional support staff will also participate in the California School Staff Survey (CSSS) to aide in determining areas where we can offer additional support.			
Facilities & Technology Infrastructure Pleasant Grove Middle School will provide facilities, technology, furniture, and supplies that maximize the effectiveness of school operations and support students and staff in being as safe as possible during the 2020 COVID Pandemic. The school, working in conjunction with the RUSD Maintenance and Operations Department, will use the Facilities Inspection Tool (FIT) to determine areas for facility improvement. Improvements deemed necessary will be communicated to RUSD Maintenance personnel. We will engage in school beautification projects with the support of our PTO and Garden Coordinator. Additionally, the school will engage in parent and staff committees to gather	In addition to supporting the garden and purchase of new picnic tables, the school and PTO also co-purchased a new sound system for the multipurpose room. The Garden was completely restructured moving the green house, laying new bark in the garden, demolishing the old garden beds, and removing the old fencing.	Garden Coordinator Stipend will be eliminated this year freeing the funds up to purchase new tables and supplies for the garden area. 4000-4999: Books And Supplies Site Formula Funds 2000	None Specified Donations 2000
		Funds for Garden Project and campus beautification (Donations and PTO) Please note this is a combined budget between PTO and site general donations. 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 3000	None Specified Donations 1000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
input into areas to address.			

Analysis

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

Our school will provide technical infrastructure and systems of support that allow quality education and effective learning environments to flourish. Monthly safety drills tested the infrastructure of the sound system and alarm system. Additionally, a new sound system was purchased in the multi-purpose room.

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

Monthly safety drills were scheduled as well as monthly PBIS staff meetings. The garden was on a monthly updating scheduling for upkeep and remodeling.

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

The new sound system was an unexpected expenditure of roughly $16,000. Additionally, the garden was remodeled, but we did not have students plant any items in the garden as it was not complete during the school year.

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

In the upcoming school year, we will re-activate the garden coordinator stipend and start opening the garden at lunch time. Additionally, there will be a safety update line item on once per month on staff meeting agendas.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 4

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 4

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

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 5

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 5

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

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 6

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 5

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

Analysis

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

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

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

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

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	335,534.00

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	56,499.00
Donations	46,800.00
General Fund	4,300.00
LCFF - Supplemental	44,000.00
None Specified	16,600.00
Other	92,943.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	5,000.00
Site Formula Funds	47,892.00
Special Education	10,500.00
Title II Part A: Improving Teacher Quality	11,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	100.00
1000-1999: Certificated Personnel Salaries	109,221.00
2000-2999: Classified Personnel Salaries	10,670.00
4000-4999: Books And Supplies	34,000.00
5000-5999: Services And Other Operating Expenditures	29,700.00
5800: Professional/Consulting Services And Operating Expenditures	30,500.00
None Specified	121,343.00

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	12,300.00
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	14,000.00
1000-1999: Certificated Personnel Salaries	None Specified	5,000.00
4000-4999: Books And Supplies	None Specified	1,600.00
None Specified	None Specified	10,000.00
None Specified	Other	92,943.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	5,000.00
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	10,500.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	11,000.00

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

3 Secondary Students

Name of Members	Role
Vera Rue Morris	Principal
Nita Franks	Classroom Teacher
Natalie Hadden	Other School Staff
Brandon Kane	Classroom Teacher
Molly Griffin	Other School Staff
Lily Badgett	Secondary Student
Calvin Ford	Parent or Community Member
Logan Scowcroft	Secondary Student
Adisyn Merrill	Secondary Student
Tami Scowcroft	Parent or Community Member
Bryn Barton	Parent or Community Member
	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:

Vera Rue Morris	Principal, Vera Rue Morris on 1.11.24
[signature]	SSC Chairperson, Nita Franks on 1.11.24

Addendum

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

Instructions: Linked Table of Contents

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 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 2024
Schoolsite Council (SSC) Approval Date	1/15/24
Local Board Approval Date	January 2024

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 and 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 one percent of Rescue School's population are socio-economically disadvantaged. Our cultural demographics include 1% American Indian or Alaska Native, 2% Asian, 1% Filipino, 1% African American, 12% Hispanic or Latino, and 82% White.

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. We have recently adopted TWIG Science as our NGSS State approved science curriculum.   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 or smart TV's 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.

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. Rescue Elementary offers a well rounded program with a variety of activities and supports that provide a positive experience for our students.

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 2023-2024 school year during scheduled council meetings and collaboration efforts with grade level teachers.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.9%	1.38%	0.8%	3	7	4
African American	0.9%	0.98%	1.21%	3	5	6
Asian	1.2%	0.98%	1.61%	4	5	8
Filipino	0.3%	0.79%	1.01%	1	4	5
Hispanic/Latino	11.6%	13.56%	12.47%	40	69	62
Pacific Islander	0.3%	%	0.2%	1	0	1
White	84.6%	81.93%	82.29%	292	417	409
Multiple/No Response	0.3%	0.39%	0.4%	1	2	2
			Total Enrollment	345	509	497

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	69	107	97
Grade 1	50	77	88
Grade 2	62	73	71
Grade3	55	90	73
Grade 4	52	88	90
Grade 5	57	74	78
Total Enrollment	345	509	497

Conclusions based on this data:

1. Rescue Elementary has averaged near 500 students since the return of in person learning.

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 2023, current enrollment is 508 students, this is up 11 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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	10	14	10	2.9%	2.8%	2.0%
Fluent English Proficient (FEP)	9	8	11	2.6%	1.6%	2.2%
Reclassified Fluent English Proficient (RFEP)	1	0		10.0%	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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	58	85	74	58	84	72	58	84	72	100.0	98.8	97.3
Grade 4	57	85	90	55	84	90	55	84	90	96.5	98.8	100.0
Grade 5	59	71	75	59	69	71	59	69	71	100.0	97.2	94.7
All Grades	174	241	239	172	237	233	172	237	233	98.9	98.3	97.5

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2481.	2473.	2487.	50.00	42.86	50.00	24.14	30.95	19.44	13.79	16.67	22.22	12.07	9.52	8.33
Grade 4	2517.	2521.	2493.	43.64	35.71	34.44	27.27	39.29	25.56	21.82	20.24	24.44	7.27	4.76	15.56
Grade 5	2537.	2552.	2548.	33.90	36.23	35.21	30.51	37.68	32.39	18.64	18.84	23.94	16.95	7.25	8.45
All Grades	N/A	N/A	N/A	42.44	38.40	39.48	27.33	35.86	25.75	18.02	18.57	23.61	12.21	7.17	11.16

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	43.10	35.71	37.50	48.28	53.57	54.17	8.62	10.71	8.33
Grade 4	18.18	32.14	24.44	76.36	63.10	66.67	5.45	4.76	8.89
Grade 5	25.42	33.33	23.94	64.41	56.52	71.83	10.17	10.14	4.23
All Grades	29.07	33.76	28.33	62.79	57.81	64.38	8.14	8.44	7.30

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	29.31	20.24	26.76	62.07	66.67	61.97	8.62	13.10	11.27
Grade 4	22.22	28.57	20.22	74.07	65.48	62.92	3.70	5.95	16.85
Grade 5	30.51	33.33	25.35	47.46	59.42	64.79	22.03	7.25	9.86
All Grades	27.49	27.00	23.81	60.82	64.14	63.20	11.70	8.86	12.99

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	22.41	17.86	27.78	70.69	73.81	65.28	6.90	8.33	6.94
Grade 4	27.27	17.86	21.11	61.82	75.00	73.33	10.91	7.14	5.56
Grade 5	18.64	18.84	15.49	69.49	73.91	78.87	11.86	7.25	5.63
All Grades	22.67	18.14	21.46	67.44	74.26	72.53	9.88	7.59	6.01

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	37.93	35.71	38.89	51.72	59.52	56.94	10.34	4.76	4.17
Grade 4	40.00	21.43	17.78	54.55	72.62	72.22	5.45	5.95	10.00
Grade 5	27.12	15.94	23.94	62.71	75.36	74.65	10.17	8.70	1.41
All Grades	34.88	24.89	26.18	56.40	68.78	68.24	8.72	6.33	5.58

Conclusions based on this data:

1. In the spring of 2023, Rescue students took a state-modified version of the CAASPP test. The CAASSP test results show that 65.68% of Rescue students met or exceeded standards on the English Language Arts portion of the CAASPP test. This is a decrease of 8.58% from the last reported result in the 2021-2022 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.

   Year over year performance:

   Rescue Elementary exhibited a 8.58% decrease overall in its ELA scores of students exceeding or meeting standard.
   The 3rd grade students had 69.44% of their total population meet or exceed standard.
   The 4th-grade students had 60.1% of their total population meet or exceed standard.
   The 5th grade students had 67.6% of their total population meet or exceed standard.

2. In the spring of 2023, 233 students took a state-modified version of the CAASPP test.
   Across all grade levels, students performed the strongest in the Listening demonstrating effective communication skills claim. The Producing clear and purposeful writing claim had the highest number of students in the "Below Standard" level.

3. In the spring of 2023, 233 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 2021-22.

   Cohort Performance:

   When compared to the prior year (2021-2022), the same group of students decreased in their overall performance from their 3rd grade to their 4th grade year in ELA by 13.71% to reach 60.1% of students meeting or exceeding standards.
   When compared to the prior year (2021-2022), the same group of students declined in their overall performance from their 4th grade to their 5th grade year in ELA by 7.4% to reach 67.6% of students meeting or exceeding standards.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	58	85	74	58	84	72	58	84	72	100.0	98.8	97.3
Grade 4	57	85	90	55	84	90	55	84	90	96.5	98.8	100.0
Grade 5	59	71	75	59	69	70	59	69	70	100.0	97.2	93.3
All Grades	174	241	239	172	237	232	172	237	232	98.9	98.3	97.1

Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2505.	2498.	2507.	60.34	48.81	48.61	18.97	32.14	37.50	12.07	13.10	8.33	8.62	5.95	5.56
Grade 4	2512.	2521.	2503.	32.73	32.14	24.44	34.55	36.90	37.78	21.82	23.81	27.78	10.91	7.14	10.00
Grade 5	2544.	2562.	2551.	32.20	46.38	34.29	32.20	20.29	27.14	15.25	21.74	30.00	20.34	11.59	8.57
All Grades	N/A	N/A	N/A	41.86	42.19	34.91	28.49	30.38	34.48	16.28	19.41	22.41	13.37	8.02	8.19

Overall Achievement for All Students

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	60.34	57.14	65.28	31.03	35.71	27.78	8.62	7.14	6.94
Grade 4	41.82	47.62	30.00	45.45	44.05	57.78	12.73	8.33	12.22
Grade 5	32.20	46.38	30.00	52.54	42.03	55.71	15.25	11.59	14.29
All Grades	44.77	50.63	40.95	43.02	40.51	47.84	12.21	8.86	11.21

Concepts & Procedures — Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	60.34	52.38	44.44	29.31	44.05	48.61	10.34	3.57	6.94
Grade 4	43.64	32.14	24.44	45.45	57.14	64.44	10.91	10.71	11.11
Grade 5	27.12	36.23	22.86	57.63	55.07	71.43	15.25	8.70	5.71
All Grades	43.60	40.51	30.17	44.19	51.90	61.64	12.21	7.59	8.19

Problem Solving & Modeling/Data Analysis — Using appropriate tools and strategies to solve real world and mathematical problems

	Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	56.90	53.57	50.00	39.66	42.86	43.06	3.45	3.57	6.94
Grade 4	34.55	27.38	27.78	58.18	61.90	64.44	7.27	10.71	7.78
Grade 5	27.12	24.64	28.57	57.63	68.12	62.86	15.25	7.25	8.57
All Grades	39.53	35.86	34.91	51.74	56.96	57.33	8.72	7.17	7.76

Conclusions based on this data:

1.

In the spring of 2023, 69.38% of students met or exceeded standards on the Math portion of the CAASPP test. This is a decrease of 3.62% from the last reported result in the 2021-2022 school year.

In the spring of 2023, 232 Rescue students took the state-modified version of the CAASPP test.

Overall year over year performance

Rescue Elementary exhibited a 3.62% decrease 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 86.31% of students meeting or exceeding standards.
The 4th-grade students had 62.22% of their total population meet or exceed standard.
The 5th grade students had 61.43% of their total population meet or exceed standard.

2. In the spring of 2023, 232 students took a state-modified version of the CAASPP test.

CLAIMS
Across all grade levels, students performed the strongest in the "Using appropriate tools and strategies to solve real world mathematical problems." claim. The "Applying mathematical concepts and procedures" claim had the highest number of students in the Below Standard" level.

3.

In the spring of 2023, Rescue 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 2021-22.

Cohort Performance
When compared to the prior year (2021-2022), the same group of students declined in their overall performance from their 3rd grade to their 4th grade year in Math by 18.73% to reach 62.22% of students meeting or exceeding standards.
When compared to the prior year (2021-2022), the same group of students declined in their overall performance from their 4th grade to their 5th grade year in Math by 7.57% to reach 61.43% of students meeting or exceeding standards.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		*	*		*	*		*	*		5	*
1	*	*	*	*	*	*	*	*	*	*	*	4
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*		*	*		*	*		*	*	0	*
4	*		*	*		*	*		*	*		*
5	*	*	*	*	*	*	*	*	*	5	*	*
All Grades										12	9	11

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		*	*		*	*		*	*		*	*		*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*		*	*		*	*		*	*		*	*		*
4	*		*	*		*	*		*	*		*	*		*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.33	*	45.45	50.00	*	36.36	25.00	*	9.09	16.67	*	9.09	12	*	11

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		*	*		*	*		*	*		*	*		*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*		*	*		*	*		*	*		*	*		*
4	*		*	*		*	*		*	*		*	*		*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	33.33	*	54.55	33.33	*	36.36	25.00	*	0.00	8.33	*	9.09	12	*	11

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		*	*		*	*		*	*		*	*		*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*		*	*		*	*		*	*		*	*		*
4	*		*	*		*	*		*	*		*	*		*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.33	*	36.36	33.33	*	36.36	8.33	*	9.09	50.00	*	18.18	12	*	11

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		*	*		*	*		*	*		*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*		*	*		*	*		*	*		*
4	*		*	*		*	*		*	*		*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.00	*	63.64	58.33	*	27.27	16.67	*	9.09	12	*	11

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		*	*		*	*		*	*		*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*		*	*		*	*		*	*		*
4	*		*	*		*	*		*	*		*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.27	*	27.27	63.64	*	63.64	9.09	*	9.09	11	*	11

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		*	*		*	*		*	*		*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*		*	*		*	*		*	*		*
4	*		*	*		*	*		*	*		*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.00	*	36.36	25.00	*	45.45	50.00	*	18.18	12	*	11

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		*	*		*	*		*	*		*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*		*	*		*	*		*	*		*
4	*		*	*		*	*		*	*		*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	*	45.45	75.00	*	36.36	25.00	*	18.18	12	*	11

Conclusions based on this data:

1. During 2021/2022, there were 10 students classified as English Learners at Rescue Elementary School. For 2023/2024 Rescue Elementary has 11 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 information not being updated, the demographics of Rescue Elementary is not accurate.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Under the Academic Performance Indicator, student performance data indicates that they performed in the Green level in English Language Arts and green level in Mathematics for the 2022-23 school year.

2. Under the Academic Engagement Indicator, student performance data indicates that the Chronic Absenteeism level is in the yellow level based on state criteria for the 2022-23 school year.

3. Under the Conditions & Climate Indicator, school performance data indicates that the Suspension Rate level is in the Yellow category based on state criteria for the 2022-23 school year.

School and Student Performance Data

Academic Performance
English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	1	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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Less than 11 Students	No Performance Color
40 points above standard		
Decreased -5.3 points	6 Students	0 Students
229 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	63.3 points below standard
	5.5 points below standard	Decreased Significantly -54.6 points
4 Students	Decreased Significantly -30.8 points	
	52 Students	32 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
3 Students	2 Students	1 Student	3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
51.3 points above standard	No Performance Color	No Performance Color	Green
Increased +11.2 points	0 Students	0 Students	40.3 points above standard
21 Students			Maintained -2.8 points
			199 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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students	Less than 11 Students	39.9 points above standard
1 Student	5 Students	Decreased -4.5 points
		218 Students

Conclusions based on this data:

1. The English Language Arts Performance Indicator demonstrates that in the All Students category, students scored at the Green category based on state criteria for the 2022-23 school year.

2. The English Language Arts Data Comparisons for Socioeconomically Disadvantaged and Students with Disabilities indicates that:
Socioeconomically Disadvantaged Students scored in the orange level which is 5.5 points below standard. This is based on the data for 52 students.
Students with Disabilities have no color indicator. They are 54.6 points below standard. This is based on the data for 32 students.

3. Students in the White Student Group scored in the green performance level which is 39.3 points above standard. This is based on the data for 198 students.

School and Student Performance Data

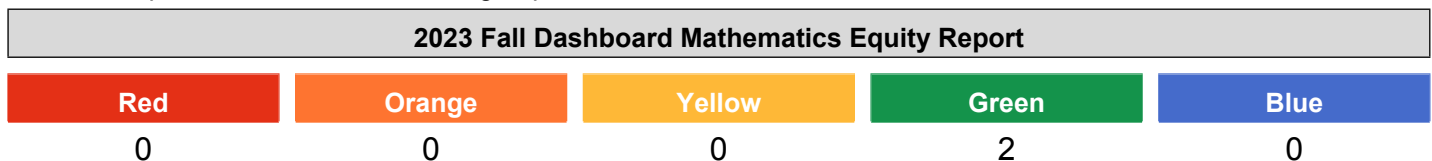## Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	2	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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Less than 11 Students	No Performance Color
36.2 points above standard		0 Students
Decreased -8.6 points	6 Students	
228 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Green	64.5 points below standard
4 Students	4.4 points above standard	Decreased Significantly -56.4 points
	Decreased -11.1 points	32 Students
	51 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 3 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
28.4 points above standard Increased +12.4 points 21 Students	No Performance Color 0 Students	No Performance Color 0 Students	Green 39.3 points above standard Decreased -8.2 points 198 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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students 1 Student	Less than 11 Students 5 Students	37.1 points above standard Decreased -7.2 points 217 Students

Conclusions based on this data:

1. The English Mathematics Performance Indicator demonstrates that in the All Students category, students scored at the Green category based on state criteria for the 2022-23 school year.

2. The Mathematics Data Comparisons for Socioeconomically Disadvantaged and Students with Disabilities indicates that:
Socioeconomically Disadvantaged Students scored in the Green level which is 4.4 points above standard. This is based on the data for 51 students.
Students with Disabilities have no color indicator.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
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.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1. 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.
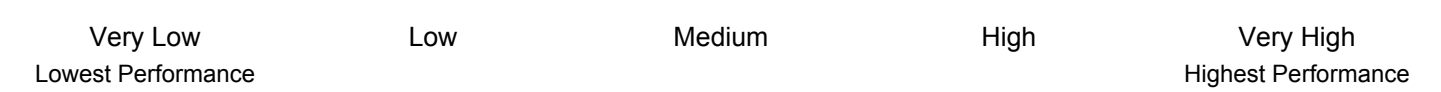
School and Student Performance Data

Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.
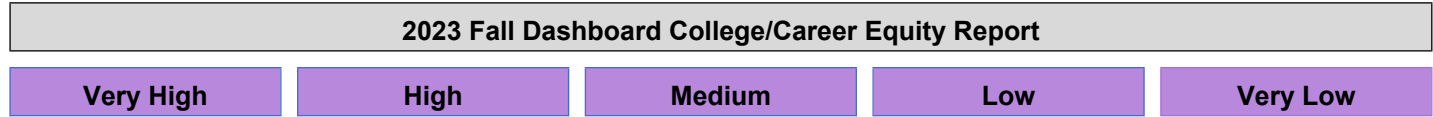
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."
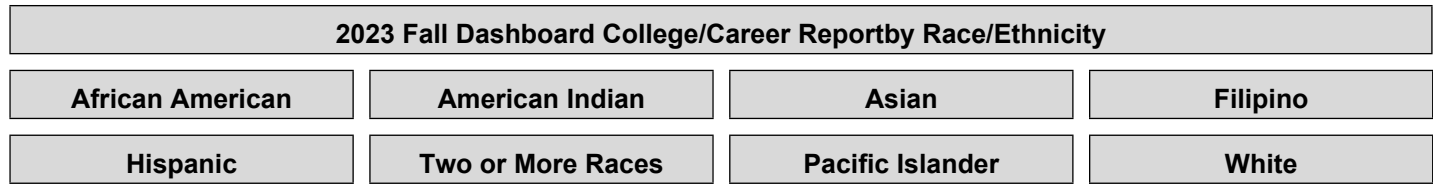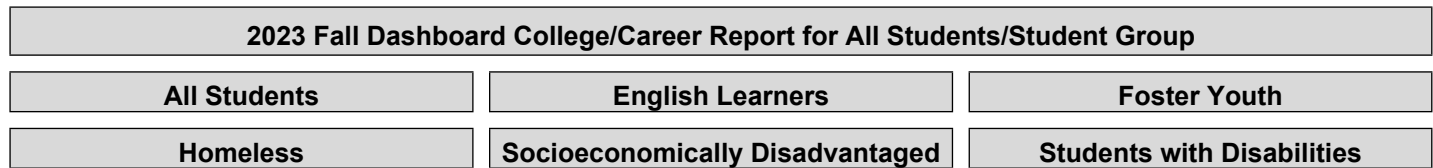
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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.

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. This page is not applicable for elementary schools.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
1	1	1	1	0

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	0% Chronically Absent	Less than 11 Students
11.6% Chronically Absent	Declined -6.7	
Declined Significantly -12		2 Students
510 Students	11 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Yellow
	25.8% Chronically Absent	14.3% Chronically Absent
9 Students	Declined -6.6	Declined -13.4
	124 Students	63 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
6 Students	4 Students	8 Students	5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	Less than 11 Students	Less than 11 Students	Green
24.2% Chronically Absent	2 Students	1 Student	9.6% Chronically Absent
Increased 1			Declined Significantly -13
66 Students			418 Students

Conclusions based on this data:

1. The Chronic Absenteeism Indicator demonstrates that in the All Students category, students scored in the yellow category or the medium performance level as 11.6 percent of students out of a total of 510 students were considered chronically absent based on state criteria for the 2022-23 school year.

2. The Chronic Absenteeism Indicator demonstrates that in the Student Group category, Socioeconomically Disadvantaged scored in the orange, or high level as 25.8 percent of students out of a total of 124 students were considered chronically absent based on state criteria for the 2022-23 school year. The Chronic Absenteeism Indicator demonstrates that in the Student Group category, Students with Disabilities scored in the yellow, Orange, or Red) category or the medium level as 14.3 percent of students out of a total of 63 students were considered chronically absent based on state criteria for the 2022-23 school year.

3. The Chronic Absenteeism Indicator in the Race/Ethnicity category demonstrates the following:
Students in the White Student Group scored at the low level as 9.6 percent of students out of a total of 418 students were considered chronically absent based on state criteria for the 2022-23 school year. Students in the Hispanic Student Group scored at the very high level as 24.2 percent of students out of a total of 66 students were considered chronically absent based on state criteria for the 2022-23 school year.

**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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 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. This page is not applicable for elementary schools.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	1	1	1

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	0% suspended at least one day	Less than 11 Students
0.6% suspended at least one day		2 Students
Increased 0.4	Maintained 0	
514 Students	11 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Green	Orange
9 Students	0.8% suspended at least one day	1.6% suspended at least one day
	Maintained 0.1	Increased 1.6
	126 Students	63 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	Less than 11 Students 4 Students	Less than 11 Students 8 Students	Less than 11 Students 5 Students

Hispanic	Two or More Races	Pacific Islander	White
Blue 0% suspended at least one day Maintained 0 66 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student	Yellow 0.7% suspended at least one day Increased 0.5 422 Students

Conclusions based on this data:

1. Overall Performance
The Suspension Rate Indicator demonstrates that in the All Students category, students scored in the yellow category or the medium level as .4 percent of students out of a total of 514 students were suspended at least one day during the 2022-23 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 in the green category or the low level as .1 percent of students out of a total of 126 students were suspended at least one day during the 2022-23 school year. This scoring is based on state criteria. The Suspension Rate Indicator demonstrates that in the Student Group category Students with Disabilities scored in the orange category or the high level as 1.6 percent of students out of a total of 63 students were suspended at least one day during the 2022-23 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 in the yellow category or the medium level as .7 percent of students out of a total of 422 students were suspended at least one day during the 2022-23 school year. This scoring is 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 2023, 65.68% of 233 students met or exceeded standards on the English Language Arts portion of the CAASPP test. This is a decrease of 8.58% from the last reported result in the 2021-2022 school year. In the spring of 2023, 69.38% of 232 students met or exceeded standards on the math portion of the CAASPP test. This is a decrease of 3.62% from the last reported result in the 2021-2022 school year.	We have a goal to increase our school-wide performance by 8% in language arts and 5% in math for the 2023-2024 school year.
District Benchmark Assessment Results	86% of Kindergarten students met the Segmenting sounds benchmark by the end of the school year. 60% of Kindergarten met the benchmark for Nonsense words for the end of the school year. In first grade, 89% of students scored at least 51/90 on the Basic Phonics Skills Test. 48% of first grade students met the Dibels DORF benchmark for fluency accuracy.	By the end of the 2023-24 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 2023-24 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 2023-24 school year, 55% of students will meet the Dibels

Metric/Indicator	Baseline	Expected Outcome
	On the DORF, 73.5% of second graders met the fluency benchmark and 97% met the accuracy benchmark. 70.5% 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 76%. The average percent meeting the DORF accuracy benchmark was 72%.	DORF benchmark for fluency accuracy. By the end of the 2023-24 school year, 75% of second graders will meet the fluency benchmark. 72% 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 2023-24 school year, 78% 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 2023	In the fall of 2023, 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: 17 out of 75 students At or Above Benchmark - 94% On Watch - 0% Intervention - 0% Urgent Intervention - 0% 2nd Grade: 86 out of 87 students At or Above Benchmark - 53% On Watch - 14% Intervention - 11% Urgent Intervention - 17% 3rd Grade: 75 out of 75 students At or Above Benchmark - 72% On Watch - 16% Intervention - 5% Urgent Intervention - 7% 4th Grade: 77 out of 77 students At or Above Benchmark - 51% On Watch - 24% Intervention - 12% Urgent Intervention - 6% 5th Grade: 87 out of 90 students At or Above Benchmark - 61% On Watch - 18% Intervention - 11% Urgent Intervention - 9%	We have a goal to improve our percentage of students performing At or Above Benchmark by 5% by the end of the 2023-2024 school year.

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2023-6/30/2024

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 school tutoring is provided for EL 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

7/1/2023-6/30/2024

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	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	EL Morning 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. 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

7/1/2023-6/30/2024

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	10000
Source	Donations
Budget Reference	0000: Unrestricted
Description	Library shelves

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	0
Source	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	GLAD Refresher Training

Amount	1500
Source	Site Formula Funds
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Physical Education Conference

Amount	500
Source	Site Formula Funds
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional Assistant Meetings/Trainings

Amount	3700
Source	Site Formula Funds
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Staff Glad lesson development substitute coverage

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

7/1/2023-6/30/2024

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 survey indicated that 92% of students surveyed feel safe at school most or all of the time. 92% of students reported a high level of caring and support by staff members towards students. 95% of students reported that the school teaches students to care about each other and treat each other with respect.	For the remainder 2023-24 School year, the goal is for the following: 95% of students will feel safe at school. 95% of students will report a high level of caring and support by a staff member towards students. 96% will report that school teaches students to care about each other and treat each other with respect.
LCAP Survey	The survey indicated that 89% of parents surveyed agree/strongly agree that Rescue Elementary is a safe place for their child. 94.5% of all parents surveyed agree/strongly agree that Rescue Elementary has adults who really care about students.	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%
Aeries Discipline and Attendance Report	According to Aeries reports, Rescue Elementary's average suspension rate for the 2022-2023 school year was decreased from .7% to .4%.	Rescue Elementary's average suspension rate will continue to be below 1% for the 2023-24 school year. Average attendance rate will

Metric/Indicator	Baseline	Expected Outcome
	Chronic Absenteeism for 2022-2023 decreased from 16.5% to 11.6%.	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

7/1/2023-6/30/2024

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	2500
Source	Site Formula Funds
Budget Reference	0001-0999: Unrestricted: Locally Defined
Description	A Touch of Understanding Assembly

Amount	1000
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	None Specified
Description	B-Street Festival 34 Assembly

Amount	1000
Source	Donations
Budget Reference	0000: Unrestricted
Description	Playground Equipment

Amount	1795
Source	None Specified
Budget Reference	None Specified
Description	Mobile Ed Productions Science Assembly

Source	None Specified
Budget Reference	None Specified

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

7/1/202-6/30/2024

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Love and Logic I Training Registration

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 2023-24 school year, Professional Development opportunities will be offered to classified staff in the areas of Social Emotional Learning, GLAD Training, Physical Education, 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 2022-23 Facility Inspection Tool.
Williams Act/Uniform Complaints	No Williams Act/Uniform Complaints were received during the 2022-2023 school year.	If received during the 2022-23 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

7/1/2023-6/30/2024

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

7/1/2023-6/30/2024

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	1000

Source	Site Formula Funds
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	playground equipment

Amount	1000
Source	Site Formula Funds
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Maker Space Equipment

Source	None Specified
Budget Reference	None Specified

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2022-23

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
District Benchmark Assessment Results	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.	At the end of the 2022-2023 school year, 89% of first grade students scored at least 51/90 on the Basic Phonics Skills Test. This was short 3% of the projected goal. 48% of first grade students met the Dibels DORF benchmark for fluency accuracy. This was short 17% of the projected goal. On the DORF, 73.5% of second graders met the fluency benchmark and 97% met the accuracy benchmark. This was an increase of .5% of the projected goal. 70.5% of second graders met the standard on the End of the Year Go Math assessment scoring at least 80% or better. This was am increase of 10.5% of the projected goal. In grades 3-5, the average percent meeting the DORF fluency benchmark score was 76%. This was an increase of 6% of the projected goal. The average percent meeting the DORF accuracy benchmark was 72%. This was increase of 2% of the projected goal.
Accelerated Reader Star Reading Test 2022	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.	

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 Amplify and Twig Science pilot material, 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 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 ended up choosing the TWIG Science curriculum for the adoption.		
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,	Rescue Elementary utilized instructional methods, including but not limited to, Guided Language Acquisition Design (GLAD), Daily 5, Universal Design for Learning (UDL), Response to Intervention (RtI), and Designated and Integrated English	Trimester Assessment Days (Sub Costs) 1000-1999: Certificated Personnel Salaries District Funded 2444.17 Kindergarten Assessment Day 1000-1999: Certificated Personnel Salaries Site Formula Funds 1600.22	Trimester Assessment Days (Sub Costs) 1000-1999: Certificated Personnel Salaries District Funded 3166 Kindergarten Assessment Day 1000-1999: Certificated Personnel Salaries Site Formula Funds 900

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	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.	Kindergarten Intervention Paraeducator 2000-2999: Classified Personnel Salaries LCFF - Supplemental 11956.28	Kindergarten Intervention Paraeducator 2000-2999: Classified Personnel Salaries LCFF - Supplemental 11000
		Kindergarten Classroom Paraeducators 2000-2999: Classified Personnel Salaries LCFF - Supplemental 61830.93	Kindergarten Classroom Paraeducators 2000-2999: Classified Personnel Salaries LCFF - Supplemental 62420
		Transitional Kindergarten Classroom Paraeducator 2000-2999: Classified Personnel Salaries LCFF - Supplemental 12798.46	Transitional Kindergarten Classroom Paraeducator 2000-2999: Classified Personnel Salaries LCFF - Supplemental 12078
		Reading/Math Paraeducators 2000-2999: Classified Personnel Salaries Title I 46381	Reading/Math Paraeducators 2000-2999: Classified Personnel Salaries Title I 44100
		5th Grade Math Tutoring 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0	5th Grade Math Tutoring 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0
		ESGI License 4000-4999: Books And Supplies District Funded 0	ESGI License 4000-4999: Books And Supplies District Funded 0
		Jupiter Grades License 4000-4999: Books And Supplies District Funded 0	Jupiter Grades License 4000-4999: Books And Supplies District Funded 0

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. All students have the opportunity to visit the school library weekly. There, they are able to check out books relating	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. 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 were able to check out books relating to their interests and appropriate reading level. Students participated in the Accelerated Reader program as well as "I Love Reading Week" to promote literacy for all.	Reflex Math 4000-4999: Books And Supplies Site Formula Funds 3000	Reflex Math 4000-4999: Books And Supplies District Funded 0
		IXL Math Licenses 4000-4999: Books And Supplies Site Formula Funds 2250	IXL Math Licenses 4000-4999: Books And Supplies District Funded 0
		Enrichment Club 1000-1999: Certificated Personnel Salaries Site Formula Funds 1580	Enrichment Club Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 0
		Spelling Bee 1000-1999: Certificated Personnel Salaries Site Formula Funds 729	Spelling Bee 1000-1999: Certificated Personnel Salaries Site Formula Funds 690
		Oral Interpretation 1000-1999: Certificated Personnel Salaries Site Formula Funds 328	Oral Interpretation 1000-1999: Certificated Personnel Salaries Site Formula Funds 0
		Nature Bowl 1000-1999: Certificated Personnel Salaries Site Formula Funds 228	Nature Bowl 1000-1999: Certificated Personnel Salaries Site Formula Funds 0
		Accelerated Reader 4000-4999: Books And Supplies District Funded 1,100	Accelerated Reader 4000-4999: Books And Supplies District Funded 0
		Library Collection Purchases 0000: Unrestricted Donations 8000	Library Collection Purchases 0000: Unrestricted Donations 4834
		Art Program/Teacher None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 0	Art Program/Teacher None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 0
		None Specified None Specified	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.			
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 able to take place this year. | GLAD Refresher Training 5000-5999: Services And Other Operating Expenditures Title I 1,912

GLAD Training Substitute Costs 1000-1999: Certificated Personnel Salaries Title I 2,835

Instructional Assistant Meetings/Trainings 2000-2999: Classified Personnel Salaries Site Formula Funds 500

GLAD Refresher Training 5000-5999: Services And Other Operating Expenditures Title II Part A: Improving Teacher Quality 1088 | GLAD Refresher Training 5000-5999: Services And Other Operating Expenditures Title I 12629

GLAD Training Substitute Costs 1000-1999: Certificated Personnel Salaries Title I 1000

Instructional Assistant Meetings/Trainings 2000-2999: Classified Personnel Salaries Site Formula Funds 0

GLAD Refresher Training 5000-5999: Services And Other Operating Expenditures 0 |
| Involvement of Staff, Parents & Community:

Rescue Elementary School will involve staff, | Rescue Elementary School involved staff, parents, students, and community members in school activities and | | |

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	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 to 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 4th and 5th SBAC scores decreased across the board. 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 our own benchmark, but was not reflected in the SBAC scores. The SBAC data appears to be lowered due to new staff joining the Rescue team and getting acclimated to the assessment process. We are currently focused on pooling our proven test strategies to support staff and students.

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

The cost of Reflex Math, IXL Math, and Accelerated Reader were all paid for by the district office directly. This amount was not taken from our specific site budget. Oral Interpretation and Nature Bowl events did not happen during the school year. We will be getting staff to support the events this year. There was a significant difference in the Glad Training from the projected numbers. RUSD was able to give each school site additional money for staff development. This enabled Rescue Elementary to send more staff than we initially planned for. This showed as a significantly higher cost than projected. The difference in the library book purchases was due to a smaller book order than projected. There were also some small differences in expenditures due to the changes in cost for staff or registrations.

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

Changes have been made to the Annual Goal #1 to start to remove events we no longer participate in and include new events. There have also been changes made to remove projected funds that are now covered by RUSD.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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
LCAP Survey	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%	The survey indicated that 89% of parents surveyed agree/strongly agree that Rescue Elementary is a safe place for their child. 94.5% 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 2022-23 school year. Average attendance rate will likely decrease due to less COVID 19 cases in the county.	The suspension rate for all students was .4% for 2022-2023. Chronic absenteeism is at 11.6% which is a decline from 23.6%.

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	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. Red Ribbon Week did not take place due to a change in leadership advisors. Students in grade 5 received sexual health education. All staff were appropriately trained as Child Abuse Mandated	Red Ribbon Week 0000: Unrestricted Site Formula Funds 200	Red Ribbon Week 0000: Unrestricted Site Formula Funds 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	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.		
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 | Rescue Elementary School worked 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 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. | A Touch of Understanding Assembly None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 1350 | A Touch of Understanding Assembly None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 0 |
		B-Street Festival 34 Assembly None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 1000	B-Street Festival 34 Assembly None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 0
		Playground Equipment 0000: Unrestricted Donations 1000	Playground Equipment 800
		None Specified None Specified	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	Explicit character education also occurred each month. The school counselor was available five days per week to assist students with mental health needs. Individual counseling, small group sessions, and whole class instruction was provided. School assemblies were conducted, inviting parents and students to attend. 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.	Dental Puppet Show None Specified None Specified	Dental Puppet Show None Specified None Specified
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 | 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 | 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 | 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 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 |

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	school safety. The staff participated in the California School Staff Survey (CSSS) to aide in determining topics for future collaboration	Personnel Salaries Site Formula Funds 3,360 Yard Supervisor Meetings 2000-2999: Classified Personnel Salaries Site Formula Funds 500	Personnel Salaries Site Formula Funds 0 Yard Supervisor Meetings 2000-2999: Classified Personnel Salaries 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 and is scheduled for 2024. Rescue Elementary put together a team of staff to specifically identify, troubleshoot, and provide support to students.

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. The staff supporting students have developed useful strategies that helped with dysregulated students throughout the year.

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

Many of the programs were still not in person. We were not able to schedule many of the training and assemblies. Once companies were open to providing assemblies, we had difficulty scheduling calendar days for the assemblies. Yard duty meetings were moved to minimum days to save costs.

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 reflect the connections to the goals. Staff will be meeting to develop a consistent student assembly lineup now that many of the companies are back to providing character assemblies.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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 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	Staff received professional development opportunities within our school district. Meetings were held providing opportunities to collaborate with peers. Multiple teachers were able to participate in the GLAD training during the 2022-2023 school year.
Facility Inspection Tool	Facilities will be in "good repair" or higher as measured by the 2021-22 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 2021-22 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 2022-23 school year.

Strategies/Activities for Goal 3

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

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
also be included in trainings pertaining to Social Emotional Learning (SEL), Trauma Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness, Restorative Justice, Alternative Discipline, and Growth Mindset. Non-instructional support staff will also participate in the California School Staff Survey (CSSS) to aide in determining areas where we can offer additional support.	Justice, Alternative Discipline, and Growth Mindset. Non instructional support staff also participated in the California School Staff Survey (CSSS) to aid in determining areas where we can offer additional support.		
Facilities & Technology Infrastructure:

Rescue Elementary School will provide facilities, technology, furniture, and supplies that maximize the effectiveness of school operations. The school, working in conjunction with the RUSD Maintenance and Operations Department, will use the Facilities Inspection Tool (FIT) to determine areas for facility improvement. Improvements deemed necessary will be communicated to RUSD Maintenance personnel. We will engage in school beautification projects 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 supporting the school garden) with the support of our PTC. | None Specified None Specified | None Specified None Specified |
		Portable Sound System None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 200	Portable Sound System None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 220
		Blacktop Resurfacing None Specified District Funded	Blacktop Resurfacing None Specified District Funded
		MP roof resurfacing 6000-6999: Capital Outlay District Funded 180,000	MP roof resurfacing 6000-6999: Capital Outlay District Funded

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 had additional projects to address needs that were discovered after the initial build. With the help of the Boy Scouts, were able to add a greenhouse and stage to the garden area.

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 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 were 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. Many of the facilities projects are also paid for by the district.

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 2023-24 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 new compost bin to the garden.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 4

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 4

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

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 5

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 5

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

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 6

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 5

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

Analysis

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

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

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

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

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	83436.
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	170,921.06

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
District Funded	3,544.17
Donations	11,000.00
LCFF - Supplemental	86,585.67
None Specified	1,795.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	1,000.00
Site Formula Funds	20,615.22
Title I	46,381.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	11,200.00
0001-0999: Unrestricted: Locally Defined	2,500.00
1000-1999: Certificated Personnel Salaries	6,909.39
2000-2999: Classified Personnel Salaries	133,966.67
4000-4999: Books And Supplies	6,350.00
5000-5999: Services And Other Operating Expenditures	7,200.00
5800: Professional/Consulting Services And Operating Expenditures	0.00
None Specified	2,795.00

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
5000-5999: Services And Other Operating Expenditures	District Funded	0.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
0000: Unrestricted	Donations	11,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	86,585.67
None Specified	None Specified	1,795.00
None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	1,000.00
0000: Unrestricted	Site Formula Funds	200.00
0001-0999: Unrestricted: Locally Defined	Site Formula Funds	2,500.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	4,465.22
2000-2999: Classified Personnel Salaries	Site Formula Funds	1,000.00
4000-4999: Books And Supplies	Site Formula Funds	5,250.00
5000-5999: Services And Other Operating Expenditures	Site Formula Funds	7,200.00
2000-2999: Classified Personnel Salaries	Title I	46,381.00

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
Victoria Kinney	Other School Staff
Kylie Owen	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 1/22/2024

SSC Chairperson, Brynn Reynlib on 1/22/24

Addendum

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

Instructions: Linked Table of Contents

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

Green Valley Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

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

2023-24 District Contact Information

District Name	Rescue Union Elementary School District
Phone Number	530.677.4461
Superintendent	Jim Shoemake
Email Address	jshoemake@rescueusd.org
District Website	www.rescueusd.org

2023-24 School Description and Mission Statement

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. 5th grade students also have the opportunity for instrumental instruction. Our district-adopted curricular materials include Benchmark Reading, GO Math, Step-Up to Writing, TWIG Science and Scott Foresman 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 provided for 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

2023-24 School Description and Mission Statement

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 and Character Strong 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.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	65
Grade 1	63
Grade 2	60
Grade 3	53
Grade 4	48
Grade 5	58
Total Enrollment	347

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.2%
Male	47.8%
American Indian or Alaska Native	0.6%
Asian	1.4%
Black or African American	0.9%
Filipino	1.4%
Hispanic or Latino	28.8%
Native Hawaiian or Pacific Islander	0.6%
Two or More Races	8.4%
White	57.9%
English Learners	12.1%
Homeless	0.6%
Socioeconomically Disadvantaged	42.1%
Students with Disabilities	14.4%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.10	99.02	159.00	95.95	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.20	1.38	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	0.98	1.80	1.09	12115.80	4.41
Unknown	0.00	0.00	2.60	1.57	18854.30	6.86
Total Teaching Positions	25.40	100.00	165.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.80	97.67	168.30	94.01	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.56	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.80	1.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.40	2.28	2.80	1.60	11953.10	4.28
Unknown	0.00	0.00	5.00	2.82	15831.90	5.67
Total Teaching Positions	19.20	100.00	179.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.20	0.40
Total Out-of-Field Teachers	0.20	0.40

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected	

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Grades K-5	Yes	0

Mathematics	K-5 Houghton Mifflin Harcourt: Go Math	Yes	0
Science	Scott Foresman Science Grades K-5	Yes	0
History-Social Science	Scott Foresman History-Social Science for California Grades K-5	Yes	0
Health		Yes	0

School Facility Conditions and Planned Improvements

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

At Green Valley Elementary School we are continually committed to the improvement of the school's facilities. We strive to make the facility as great as it can be. The Kindergarten play area has a new shade cover and new turf in their play area.   Our parent teacher organization has funded a garden coordinator for our school which has transformed and revived our school garden. We have an ADA handicapped accessible outdoor lunch table.   We were recently able to update our sound system in the Plumb Center. Currently, our school has a construction project which is scheduled to be completed in the Spring of 2024. This project includes a new kindergarten classroom, a new staffroom and updated handicapped parking. We are proud of our school facilities at Green Valley, and it is our desire to continue to improve the campus for our students.   We look forward to our upper field being resurfaced and replanted sometime in the near future. The lower campus E wing portables are in very poor condition and are scheduled to be removed in the Spring of 2024.

Green Valley is scheduled to have solar panels installed in the parking lot in summer 2024.

Year and month of the most recent FIT report	11/29/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		There are some tripping hazards needing to be repaired..

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	62	55	70	69	47	46
Mathematics (grades 3-8 and 11)	49	47	60	62	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	164	159	96.95	3.05	55.35
Female	85	82	96.47	3.53	56.10
Male	79	77	97.47	2.53	54.55
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	48	43	89.58	10.42	37.21
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	99	99	100.00	0.00	60.61
English Learners	16	14	87.50	12.50	14.29
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	71	66	92.96	7.04	45.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	29	100.00	0.00	27.59

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	163	159	97.55	2.45	46.54
Female	85	82	96.47	3.53	39.02
Male	78	77	98.72	1.28	54.55
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	47	43	91.49	8.51	20.93
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	99	99	100.00	0.00	56.57
English Learners	16	14	87.50	12.50	14.29
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	70	66	94.29	5.71	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	29	100.00	0.00	20.69

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	45.61	36.07	51.52	52.38	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	63	61	96.83	3.17	36.07
Female	33	31	93.94	6.06	35.48
Male	30	30	100.00	0.00	36.67
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	20	18	90.00	10.00	22.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	36	36	100.00	0.00	44.44
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	25	23	92.00	8.00	34.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	98.4	100	100	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Green Valley Elementary School has an active parent community. We utilize parent volunteers in the classroom on a regular basis. They help with group rotations or classroom events. Parents are actively involved and interested in every aspect of their children's education. Our staff is very grateful for the support we receive from our volunteers.

Parents are an integral part of School Site Council, English Language Advisory Committee and Safety Committee. The members of these committees are committed to making informed decisions that affect student learning.   Green Valley Elementary School's Parent Teacher Organization is an integral part of our school community. They sponsor a variety of activities throughout the school year. These events are well attended. The PTO organizes parent and community volunteers to plan events for our community such as Gators on the Green, the Harvest Festival, Fun Runs, and the Penguin Patch as well as family activity nights. Membership is open to all who are interested in Green Valley School.

Contact Person: Michelle Winberg

Contact Phone No. 530-677-3686

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	374	366	54	14.8
Female	191	189	29	15.3
Male	183	177	25	14.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	5	5	0	0.0
Black or African American	3	3	0	0.0
Filipino	5	5	0	0.0
Hispanic or Latino	112	110	24	21.8
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	30	30	8	26.7
White	215	209	20	9.6
English Learners	47	47	11	23.4
Foster Youth	1	1	0	0.0
Homeless	15	13	4	30.8
Socioeconomically Disadvantaged	173	166	39	23.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	76	75	14	18.7

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.16	1.06	1.34	0.57	1.73	1.57	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.34	0
Female	0.52	0
Male	2.19	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.89	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.93	0
English Learners	2.13	0
Foster Youth	0	0
Homeless	6.67	0
Socioeconomically Disadvantaged	2.31	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.32	0

2023-24 School Safety Plan

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

Green Valley School's awards assemblies are used throughout the school to recognize children for a variety of achievements, including academic achievement and citizenship.

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

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	3	4	
1	27		4	1
2	22	2	4	
3	24		2	
4	30		1	
5	29		1	
Other	27		1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	4		
1	24	2		1
2	18	3		
3	23		2	
4	25		2	
5	25		2	
Other	12	1	1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	4	0	0
1	28	0	2	1
2	24	0	2	0
3	23	0	2	0
4	24	0	2	0
5	29	0	2	0
6	0	0	0	0
Other	20	1	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	347

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	1
Nurse	0.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13,082	$3,747	$9,335	$85,718
District	N/A	N/A	$8,352	$80,846
Percent Difference - School Site and District	N/A	N/A	11.1	5.9
State	N/A	N/A	$7,607	$88,288
Percent Difference - School Site and State	N/A	N/A	20.4	-3.0

Fiscal Year 2022-23 Types of Services Funded

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

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$53,905	$54,046
Mid-Range Teacher Salary	$77,019	$84,515
Highest Teacher Salary	$100,373	$110,867
Average Principal Salary (Elementary)	$126,549	$136,841
Average Principal Salary (Middle)	$128,233	$141,477
Average Principal Salary (High)	$0	$137,985
Superintendent Salary	$203,009	$217,473
Percent of Budget for Teacher Salaries	36.99%	32.43%
Percent of Budget for Administrative Salaries	6.22%	5.62%

Professional Development

Early Release days and District Days are used for professional development and teacher collaboration. Early Release Professional Development/Teacher Collaboration days are scheduled every Wednesday throughout the school year. During these meetings, teachers work to analyze assessment data and target key standards. In addition, they plan, develop and improve effective instructional strategies. Staff development related to instructional practices, adopted curriculum, technology, Social Emotional Learning, and other educationally related matters are provided for all teachers. In addition, five minimum days are scheduled for parent conferences and three days for report card preparation.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Jackson Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

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

2023-24 District Contact Information

District Name	Rescue Union Elementary District
Phone Number	530.677.4461
Superintendent	Jim Shoemake
Email Address	jshoemake@rescueusd.org
District Website	www.rescueusd.org

2023-24 School Description and Mission Statement

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

Jackson School is located in the beautiful oak-studded foothills, twenty-five miles northeast of Sacramento. The campus serves a student body of 461 students in grades kindergarten through fifth. The educational program is supported by a staff of 21 classroom teachers, one music teacher, and one PE teacher.
- Jackson School was recognized as a 2002 California Distinguished School.
- California Distinguished School Honorable Mention 2006

The core educational program provided to the Jackson students is based on the California State Standards, and the California Curriculum Framework Standards. Beyond the core curriculum, Jackson's educational program provides a wide range of reinforcement and enrichment programs. Outstanding examples include: iXL math, FRAX Math, coding, robotics, and 3-D Printing electives, one to one Chromebooks in 3rd-5th grade, Junior/Senior Choir, Jackson Actors Guild, classroom music/art instruction weekly, Instrumental Band, and much more.
Our Learning Center includes paraprofessionals and Independence facilitators who support the individual needs of our students. Jackson School has a physical education specialist providing a solid foundation for physical and social development based on our state standards for Physical Education. In addition, Jackson School has a an award winning school garden. Jackson has a variety of enrichment programs after school including a garden club, drum club, robotics club, cross country team, volleyball team, and basketball team.

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

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	89
Grade 1	76
Grade 2	82
Grade 3	60
Grade 4	75
Grade 5	77
Total Enrollment	459

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	54%
Male	46%
Asian	8.3%
Black or African American	1.7%
Filipino	1.3%
Hispanic or Latino	14.6%
Native Hawaiian or Pacific Islander	0.9%
Two or More Races	1.3%
White	71.9%
English Learners	1.7%
Socioeconomically Disadvantaged	8.1%
Students with Disabilities	12%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.70	100.00	159.00	95.95	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.20	1.38	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1.80	1.09	12115.80	4.41
Unknown	0.00	0.00	2.60	1.57	18854.30	6.86
Total Teaching Positions	17.70	100.00	165.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.20	100.00	168.30	94.01	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.56	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.80	1.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	2.80	1.60	11953.10	4.28
Unknown	0.00	0.00	5.00	2.82	15831.90	5.67
Total Teaching Positions	25.20	100.00	179.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Grades K-5	Yes	0
Mathematics	K-5 Houghton Mifflin Harcourt: Go Math - 2014	Yes	0

Science	TWIG Science Grades K-5	Yes	0
History-Social Science	Scott Foresman: History-Social Science for California Grades K-5	Yes	0
Health		Yes	0

School Facility Conditions and Planned Improvements

School buildings and grounds at Jackson School provide a clean, positive environment that is conducive to teaching, instruction, and learning. Staff and student restrooms are clean and well maintained. Floors, wall, roof, and plumbing are maintained on a regular schedule. In summer 2023, in partnership with our PTC, CSD, and EDCOE we updated the playground equipment with an all-inclusive playground. Our PTC also funded a mural on the multi-purpose as well as PBIS phrases throughout the campus. Our school garden is an area that allows for outdoor, inclusive learning environment. Jackson Elementary is scheduled to have solar panels installed in the parking lot in summer 2024.

Year and month of the most recent FIT report	12/04/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		CARPETS NEEDS REPLACEMENT/CEILING TILES NEED REPLACEMENT
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		MINOR ROOF LEAKS IN BLDG A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	77	75	70	69	47	46
Mathematics (grades 3-8 and 11)	74	71	60	62	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	216	205	94.91	5.09	74.63
Female	117	114	97.44	2.56	78.07
Male	99	91	91.92	8.08	70.33
American Indian or Alaska Native	0	0	0	0	0
Asian	13	13	100.00	0.00	84.62
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	27	24	88.89	11.11	50.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	162	155	95.68	4.32	78.06
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	21	19	90.48	9.52	78.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	29	80.56	19.44	44.83

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	216	205	94.91	5.09	71.22
Female	117	114	97.44	2.56	71.93
Male	99	91	91.92	8.08	70.33
American Indian or Alaska Native	0	0	0	0	0
Asian	13	13	100.00	0.00	84.62
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	27	24	88.89	11.11	58.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	162	155	95.68	4.32	70.97
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	21	19	90.48	9.52	63.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	29	80.56	19.44	48.28

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	54.22	53.42	51.52	52.38	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	77	73	94.81	5.19	53.42
Female	43	42	97.67	2.33	47.62
Male	34	31	91.18	8.82	61.29
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	59	55	93.22	6.78	54.55
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	!00%	100%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Our school staff enjoys a high level of community support and involvement in all aspects of our educational programs. Parents participate in collaborative planning of our school-based program through School Site Council meetings. Additionally, our PTO works with school staff to identify school-wide needs that can be supported through parent volunteers and community fund raising events. Outstanding examples of these some of the PTO sponsored events and fundfaisers are: the PTO Fall Festival, Doughnuts with Grownups, Santa Run, and the Giving Gala. Proceeds from these events have provided our students with the first All Abilities Playground in El Dorado County, a new school field, outdoor school garden, water bottle filling stations, school-wide educational resources, school marquee, art murals, state of the art sound equipment for our theater program, and many outstanding special events including our annual Science Fair and Family Science Night.

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

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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	479	472	38	8.1
Female	259	256	25	9.8
Male	220	216	13	6.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	38	38	2	5.3
Black or African American	8	8	0	0.0
Filipino	6	6	0	0.0
Hispanic or Latino	70	67	5	7.5
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	9	9	2	22.2
White	344	340	29	8.5
English Learners	8	8	1	12.5
Foster Youth	0	0	0	0.0
Homeless	5	4	2	50.0
Socioeconomically Disadvantaged	57	54	10	18.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	74	71	7	9.9

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.20	0.21	0.57	1.73	1.57	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.21	0
Female	0.39	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.29	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.35	0

2023-24 School Safety Plan

Jackson School currently has a new Multiple Abilities Playground that opened in September of 2023 and a new field that was installed and opened for student use in May 2023. The Ruppel Center, amphitheater, lunch facility, stage, and computer lab were completed in December 1999. Jackson School is on a traditional schedule. Policies and procedures are in place regarding campus safety, fire drill exercises, earthquake preparedness and playground supervision. The PBIS team evaluates and implements rules and procedures for staff and students. The Safe School Plan sets goals each year for campus improvements and campus safety goals. The custodial staff maintains our campus to ensure cleanliness and maintenance.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	3		
1	19	2		
2	24		2	
3	24		2	
4	24		3	
5	27		2	
Other	20	1	1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	3	
1	20	4		
2	22		3	
3	19	3	1	
4	26		3	
5	18	1	4	
Other	5	1		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	3	0
1	25	0	3	0
2	21	2	2	0
3	20	3	0	0
4	25	0	3	0
5	26	0	3	0
6	0	0	0	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	573.75

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11,208	$3,271	$7,937	$75,629
District	N/A	N/A	$8,352	$80,846
Percent Difference - School Site and District	N/A	N/A	-5.1	-6.7
State	N/A	N/A	$7,607	$88,288
Percent Difference - School Site and State	N/A	N/A	4.2	-15.4

Fiscal Year 2022-23 Types of Services Funded

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

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$53,905	$54,046
Mid-Range Teacher Salary	$77,019	$84,515
Highest Teacher Salary	$100,373	$110,867
Average Principal Salary (Elementary)	$126,549	$136,841
Average Principal Salary (Middle)	$128,233	$141,477
Average Principal Salary (High)	$0	$137,985
Superintendent Salary	$203,009	$217,473
Percent of Budget for Teacher Salaries	36.99%	32.43%
Percent of Budget for Administrative Salaries	6.22%	5.62%

Professional Development

Professional Development is focused on math at Jackson School this year as the staff worked with a math consultant over five days of training. The school district also offered a wide variety of topics at our Staff Day before school begamn and again at our District Day in October.   Previous year's topics include: Benchmark Advance, Growth Mindset, Math Instructional Strategies, Science of reading, Step Up to Writing, and PBIS. Teachers also have grade level meetings to analyze assessment data and target key standards. In addition, teachers meet to plan, develop and improve effective instructional strategies. Staff development related to instructional practices, curriculum, technology, State Standards, and other educationally related matters are provided for all teachers.

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

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	

Lake Forest Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Lake Forest Elementary School
Street	2240 Sailsbury Dr.
City, State, Zip	El Dorado Hills, CA 95762-6984
Phone Number	(916) 933-0652
Principal	Renee Mallot
Email Address	rmallot@rescueusd.org
School Website	www.lakeforestlakers.com
County-District-School (CDS) Code	09619786109441

2023-24 District Contact Information

District Name	Rescue Union School District
Phone Number	530.677.4461
Superintendent	Jim Shoemake
Email Address	jshoemake@rescueusd.org
District Website	www.rescueusd.org

2023-24 School Description and Mission Statement

Lake Forest Elementary was founded in 1990 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,and 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 2023-24 school year, 410 students in grades TK-5 were enrolled on the Lake Forest campus filling 20 classrooms.

In 2019, the Rescue Union School District moved the elementary Special Day Classes (SDC) to Lake Forest. We have three SDC classes: 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 31 children in those three classes. Many of those 31 students also mainstream into general education classes with aide support, in accordance with their IEPs. The classes are well supported with SDC aides who work in the both the SDC classes and support in general education classes with students who are eligible for those services. In 2023-2024, Lake Forest employed 9 SDC aides, 3 SDC teachers and 1 Registered Behavior Technician (RBT).

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. According to our 2022-2023 Smarter Balanced Assessment (SBAC) data, 69.83% of Lake Forest students met or exceeded standard in ELA and 72.29% of Lake Forest students met or exceeded standard for Math.

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. Lake Forest students also have access to many

2023-24 School Description and Mission Statement

online programs to help support their learning and differentiates lessons for the students based on their academic level. Teachers monitor student 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. There are two Literacy Intervention Specialists who help support students in grades 1-5 who struggle with reading. There is one Math Intervention Specialist who helps support students in the subject area of math in grades K-5. The curriculum focus is based on California State Standards. These standards are taught at every grade level; current district adopted curriculum includes Benchmark Advance for Language Arts instruction, Houghton Mifflin Go Math program, and Step Up to Writing. Next Generation Science Standards are taught using the newly-adopted Science curriculum, Twig Science, and supplemented with Mystery Science. All instruction is aligned to current NGSS standards. All students, from first to fifth grade have one-to-one access to Chromebooks in their classrooms. Transitional Kindergarten and Kindergarten students use I-pads in small groups. 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.

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 alternative 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. This year, the district purchased a Social-Emotional curriculum, Character Strong, that is being taught by both the teachers and the school counselor during classroom guidance lessons. Our school psychologist works with students in 1:1 therapy sessions in accordance with their Individual Education Plans (IEPs). The school also implemented its I-SWIM (Inclusive, Safe, Work Hard, Integrity, Mindful of Others) tickets, which promotes positive character traits throughout the school campus. In the fall of 2023, a fifth grade leadership team was created, where the focus is on community service, finding ways around school campus to make Lake Forest an even better school community.

The core curriculum is enhanced through special learning activities such as our Science Prep Class, Science instruction for 4th and 5th grade students; outdoor education; life lab garden science; art and health, dramatic and musical productions by guest artists and student performers; and participation in events such as Nature Club, Festival of Oral Interpretation, and Spelling Bee. Field trips include (but are not limited to): Coloma, the El Dorado Hills Library, MOSAC Hands-On Science Museum, Fog Willow Farms, The El Dorado County Courthouse, Safeway and Viscuzos, Sacramento Zoo, Folsom Zoo, the Nimbus Fish Hatchery, the Harris Performing Arts Center, and River Bend Outdoor Education. The Sacramento Puppeteer Company, Sacramento Watershed, Wild Things, and Explor-It are some on-campus field trip experiences who came to Lake Forest. Fifth graders participate in Project Lead, which is a 12-week program taught by El Dorado County's District Attorney, 2 weeks of mock trial prep, and then a culminating field trip to the courthouse in Placerville for a mock trial. Fourth grade students participated in A Touch of Understanding Assembly, which is a day of hands-on experiences to help teach students about tolerance and inclusion. Additionally, learning opportunities are brought to the campus through the support of the fundraising efforts of our Parent Teacher Council. We have an Art Specialist who teaches art to all students in grades TK-5 twice a month. PTC has also funded several assemblies including: Rhythm Magic Music Assembly, Mobile Ed's STEAM Museum, Go Green BMX Air Show, and Mobile Ed's On-Site Planetarium. The school has also invited Kevin Bracy to come and provide a motivational assembly for the second half of the school year.

Each month, students are recognized during our Monthly Awards Assemblies. Students are recognized for their achievements in Reading, Math, and various "achievements" around campus. In addition, students are also recognized for showing outstanding character for the character trait for the month.

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.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	73
Grade 1	77
Grade 2	59
Grade 3	92
Grade 4	76
Grade 5	78
Total Enrollment	455

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47%
Male	53%
American Indian or Alaska Native	0.4%
Asian	3.3%
Black or African American	1.3%
Filipino	1.5%
Hispanic or Latino	17.4%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	4%
White	71.9%
English Learners	5.3%
Socioeconomically Disadvantaged	11.2%
Students with Disabilities	16.9%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.90	97.61	159.00	95.95	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.20	1.38	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	0.94	1.80	1.09	12115.80	4.41
Unknown	0.40	1.45	2.60	1.57	18854.30	6.86
Total Teaching Positions	27.60	100.00	165.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.10	88.93	168.30	94.01	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.56	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.80	1.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.60	6.82	2.80	1.60	11953.10	4.28
Unknown	1.00	4.21	5.00	2.82	15831.90	5.67
Total Teaching Positions	23.70	100.00	179.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00
Local Assignment Options	0.20	0.60
Total Out-of-Field Teachers	0.20	1.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	January 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance Grades K-5 Step-Up-to-Writing Grades K-5	Yes	0

Mathematics	K-5 Houghton Mifflin Harcourt: Go Math - 2014	Yes	0
Science	Twig Science Grades K-5	Yes	0
History-Social Science	Scott Foresman, History-Social Science for California Grade K-5	Yes	0
Health		Yes	0

School Facility Conditions and Planned Improvements

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

In recent years, we have made improvements to the site through the efforts of the school, district and connections to the community. This past summer, we painted a large mural on the outside of the multipurpose room. In addition, the four pillars at the front of the school were painted to match the multipurpose room. And, "Lake Forest Elementary" was painted on the end of the B-Wing, facing Francisco Drive and Sailsbury Drive, so that all the families could see as they turned into the school. Our garden, through a partnership with staff and volunteers, has become a wonderful learning environment and a source of great pride on campus. Landscaping improvements at various locations have also been completed in recent months by district personnel, community outreach, Parent Teacher Council and Scout troops. These include repairs to our garden boxes and irrigation, bark replacements in multiple areas of the school, the addition of an "outside classroom," and long term garden plans are made possible through our District Graden Coordination. Our local partnerships with Project Green allows our school garden to be able to continue to expand. This coordination of resources has many in the Lake Forest excited about our future plans for improving both our scenery and our health and environment education programs. All of these projects are much appreciated and have kept Lake Forest's learning environment beautiful.

Lake Forest is scheduled to have solar panels installed in the parking lot in summer 2024.

Year and month of the most recent FIT report	12/08/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			A FEW LEAKY GUTTERS NEED REPAIR / GATE OUTSIDE OF KITCHEN NEEDS TO BE REPLACED
External:	X			

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	61	70	70	69	47	46
Mathematics (grades 3-8 and 11)	60	71	60	62	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	248	242	97.58	2.42	70.25
Female	118	115	97.46	2.54	74.78
Male	130	127	97.69	2.31	66.14
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	45	43	95.56	4.44	53.49
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	92.31
White	172	169	98.26	1.74	72.19
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	35	32	91.43	8.57	71.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	57	53	92.98	7.02	50.94

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	248	242	97.58	2.42	70.54
Female	118	115	97.46	2.54	68.42
Male	130	127	97.69	2.31	72.44
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	45	43	95.56	4.44	55.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	75.00
White	172	169	98.26	1.74	73.37
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	35	32	91.43	8.57	62.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	57	53	92.98	7.02	39.62

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	51.16	54.67	51.52	52.38	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	79	75	94.94	5.06	54.67
Female	36	34	94.44	5.56	55.88
Male	43	41	95.35	4.65	53.66
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	15	14	93.33	6.67	28.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	56	53	94.64	5.36	60.38
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	13	81.25	18.75	7.69

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

A high value is placed on families at Lake Forest Elementary School, and parent involvement is strongly advocated. Many parents volunteer in classrooms on a consistent basis, and parent input is welcome and sought out in all areas. The Lake Forest School Site Council (SSC) and Parent Teacher Council (PTC) are two organizations that encourage community input and involvement. The PTC organizes parent and community volunteers, plans family oriented social functions, and organizes fundraisers. The PTC sponsors many programs at Lake Forest, including: Art Specialist for grades TK-5, Literacy Intervention Specialist for grades 1-5, Math Intervention Specialist for grades K-5, all-school assemblies and experiences including: Magic Rhythm Music Assembly, Mobile Ed's STEAM Assembly/Experience, Kevin Bracy's Motivational Speaker, Go Green BMX Bike Show, and Mobile Ed's Planetarium Show. The SSC helps develop a Single Plan for Student Achievement and works with the school staff, PTC, and community to set yearly goals and objectives in reading/language arts, math/science and health, wellness, citizenship, visual and performing arts, and fitness. Technology improvements, art docent programs and visual and performing arts activities/assemblies are offered annually to our students and supported through the fundraising efforts of the PTC and our Single Plan for Student Achievement.

Contact Person: Renee Mallot, Principal
Contact Phone No. (916) 933-0652

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	477	473	60	12.7
Female	227	224	32	14.3
Male	250	249	28	11.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	15	15	2	13.3
Black or African American	6	6	3	50.0
Filipino	7	7	3	42.9
Hispanic or Latino	84	83	15	18.1
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	19	19	3	15.8
White	342	339	34	10.0
English Learners	27	27	4	14.8
Foster Youth	0	0	0	0.0
Homeless	6	5	4	80.0
Socioeconomically Disadvantaged	74	73	23	31.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	101	99	16	16.2

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.15	0.61	0.84	0.57	1.73	1.57	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.84	0
Female	0.44	0
Male	1.2	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.19	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.58	0
English Learners	3.7	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.97	0

2023-24 School Safety Plan

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

We have Positive Behavior Intervention and Supports (PBIS) in place, which provided students positive encouragement to be the best version of themselves each and every day. Students have the opportunity to earn "I-SWIM" tickets each day, which recognizes students being: inclusive, safe, working hard, showing integrity, and being mindful of others. We have created a 5th grade Leadership Team, whose focuses is on community service and finding ways to help others around campus and in the community. There is also a Safety Patrol (which helps students with crossing students safely) and a Peace Patrol (which allows the 4th and 5th grade students to help at the younger students' recess: both interact and build relationships with those students and also solve problems when problems arise). Each month students discuss a new character trait: what it means and what it looks like and sounds like when one demonstrates that character trait.

Our School Safety Plan is updated yearly and includes goals and objectives for improving the physical environment and the school climate. This includes promoting our I-SWIM Program, anti-bullying lessons and assemblies, encouraging student participation in community service activities, creating a safe, nurturing environment, and celebrating our increasing cultural diversity. Students contribute to the community through service learning projects, which extend classroom learning time and increase students' personal involvement in academics. Our school counselor works with all students on campus in various capacities: She gives monthly guidance lessons in each classroom based on our character trait, and she runs small groups based on social skills needs (Worry Warriors, etc), as well as provides individual support for students on an as-needed basis.

2023-24 School Safety Plan

Students at Lake Forest have the opportunity of being recognized monthly during our awards assemblies. Students can receive for awards for both academic achievement in: Reading or Math, or for demonstrating the character trait for the month. Academic achievement is also recognized trimesterly through our school Honor Roll program. Fourth and fifth grade students receive certificates of recognition for earning a grade point average of 3.5 (B+) or above.

We have a fully equipped library, full-sized multipurpose room with indoor and outdoor stages, and an office with a staff lounge and workroom. In addition, we have a Learning Center, a Wellness Center, Occupational Therapy room, and an Art Room. There are Chromebook carts in all classes 1st-5th (i Pads in TK-K) including the Science prep classroom. We currently have 2 custodians and district utility technicians working diligently to keep the school in excellent condition.

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

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	1	
1	28		2	
2	24		2	
3	32		4	1
4	25		6	
5	28		5	
Other	8	2		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		4	
1	17	3		
2	16	5		
3	30		2	1
4	22		3	
5	21	1	3	
Other	13	2		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	3	1	0
1	32	0	2	1
2	25	0	2	0
3	19	1	3	0
4	24	0	2	0
5	24	0	3	0
6	0	0	0	0
Other	14	3	2	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	758.33

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.8
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	1.2
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12,568	$4,742	$7,826	$78,136
District	N/A	N/A	$8,352	$80,846
Percent Difference - School Site and District	N/A	N/A	-6.5	-3.4
State	N/A	N/A	$7,607	$88,288
Percent Difference - School Site and State	N/A	N/A	2.8	-12.2

Fiscal Year 2022-23 Types of Services Funded

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

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$53,905	$54,046
Mid-Range Teacher Salary	$77,019	$84,515
Highest Teacher Salary	$100,373	$110,867
Average Principal Salary (Elementary)	$126,549	$136,841
Average Principal Salary (Middle)	$128,233	$141,477
Average Principal Salary (High)	$0	$137,985
Superintendent Salary	$203,009	$217,473
Percent of Budget for Teacher Salaries	36.99%	32.43%
Percent of Budget for Administrative Salaries	6.22%	5.62%

Professional Development

Early Release Professional Development/Teacher Collaboration days are scheduled every Wednesday throughout the school year. During these meetings, teachers work to analyze assessment data and target key standards. In addition, they plan, develop and improve effective instructional strategies. Staff development related to instructional practices, adopted curriculum, technology, Social Emotional Learning, and other educationally related matters are provided for all teachers. This year, our school site used specific Professional Development money to send school staff to training/conferences on: Counseling, California Assessment, Kindergarten Conference, Paraeducator Conference, and School Climate Conference.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Lakeview Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Lakeview Elementary School
Street	3371 Brittany Way
City, State, Zip	El Dorado HIlls, CA 95762
Phone Number	916-941-2600
Principal	Laurisa Stuart
Email Address	lstuart@rescueusd.org
School Website	https://www.mylakevieweagles.com
County-District-School (CDS) Code	09619780108258

2023-24 District Contact Information

District Name	Rescue Union Elementary School District
Phone Number	530.677.4461
Superintendent	Jim Shoemake
Email Address	jshoemake@rescueusd.org
District Website	https://www.rescueusd.org

2023-24 School Description and Mission Statement

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

Lakeview Elementary School received the California Distinguished School Award in 2018. Our beautiful school sits atop a hill in the midst of a newly developed subdivision overlooking views of the surrounding hills, attractive neighborhoods, and Folsom Reservoir. The campus was opened in August 2005 and is one of seven schools in Rescue Union School District. Located 28 miles east of Sacramento in the foothills of the Sierra Mountains, Lakeview serves a student body of approximately 550 students in TK through fifth grade. The enrollment continues to grow as our reputation for offering excellence in education travels throughout the community, prompting new families to relocate to our neighborhoods. Lakeview's school motto, "Soaring to Success," is a true reflection of what is taking place each and every day.

Lakeview Elementary School prides itself on a positive school climate and a commitment to ensuring success for all students. In order to meet the needs of all learners, our teachers work to offer targeted, strategic, and creative instruction. Our curriculum and instructional strategies are differentiated to meet the needs of all student skill levels. 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 thought and action in the wider world. Social Emotional Learning is a priority for our school and for our District. Further, we strive to ensure all children develop the skills, attitudes, and behaviors necessary to become principled, ethical citizens who are contributing members of society.

Student safety is the number one priority to all Lakeview staff. Crisis procedures and drills reviewed are practiced regularly. Safety protocols are in place.

Lakeview is extremely fortunate to employ an amazing team of teachers and staff whom are skilled, caring, energetic, and passionate educators. Twenty-five teachers work to support our wonderful Lakeview student body, alongside two secretaries, one librarian, three custodians, two nurses, one full-time counselor, one school psychologist, one Special Education teacher, 13 instructional aides, one speech/language pathologist and one principal. Two PE teachers offer specialized instruction to 1st through 5th grade students. Our Band Teacher offers instrumental instruction for 4th and 5th grade students. Our librarian is available eight hours, each school day. A District nurse is on campus one day each week, while our site nurse assists with medical and health related needs daily. Our psychologist is on site two days each week. Our counselor provides guidance

2023-24 School Description and Mission Statement

lessons in classrooms and supports students in need. Our speech/language pathologist offers services to students five days per week. Our Special Education teacher is on site daily and oversees three full-time aides who serve students with identified learning disabilities. Our special education team works to serve students, using both the pull-out and push-in models to meet their individual needs in the least restrictive environment. Our all-day kindergarten program offers a two hour aide for each class. Our Learning Intervention Program provides three specialized instructional aides to support those in need of intervention. Our MTSS (Multi-Tiered Systems of Support) team meets weekly to collaborate and plan support/success strategies for our students. We are fortunate to include two El Dorado County Office of Education autism classes in our student body, who are an integral part of our community.

Technology is a priority at Lakeview. Promethean Boards, projectors, and document cameras are provided in all classrooms. Chromebooks are provided for all 1st - 5th grade students. iPads are provided for TK and kindergarten classes. Effective, research-based online programs are provided as supplemental instructional support for all students.

Leadership opportunities are provided to all 4th and 5th grade students through our IMPACT student government program. Typically, 115 IMPACT students learn and practice leadership skills while working on interest-based service teams. Lakeview has worked to successfully implement Positive Behavior Support Intervention (PBIS) training and planning. This process of refining procedures and expectations has further enhanced our positive learning environment. We emphasize the acronym, SOAR, which stands for Solving Problems, Owning Good Decisions, Achieving Leadership, and Radiating Respect! The Student Success Team (SST) approach is utilized to evaluate assistance to children needing additional support. Student Success Team meetings are held, as needed, to develop educational assistance plans for children who have been referred by their teacher or parents.

Differentiated opportunities for gifted students are provided as an integrated part of the school day. Enrichment classes are offered to provide for all students before/after school. 90% of Lakeview teachers are certified in GLAD (Guided Language Assessment & Development) to allow students access to even more research based, language-rich instructional strategies. All K-3 teachers have been trained in SIPPS (Systematic Intervention, Phonemic Awareness, Phonics, and Sight Words) research-based instruction. Through SIPPS, all K-3 students receive strong, leveled instruction in the foundation skills for reading. 4th and 5th grade students may be assessed through REWARDS, a foundational reading program, to ensure their foundational reading skills are in tact. Grade levels meet each trimester to analyze grade level data. Every student's data is analyzed and compared within the students' needs of the grade level. Teachers meet regularly to plan and analyze data for targeted instruction, intervention needs, and continuous improvement.

Lakeview offers opportunities for 3rd-5th grade students to participate in Cross Country, as well as 5th grade girls' and boys' volleyball and basketball.

Our Lakeview Elementary School community is proud of our outstanding students, staff, and families who continue to "Soar to Success!"

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	94
Grade 1	83
Grade 2	96
Grade 3	96
Grade 4	91
Grade 5	85
Total Enrollment	545

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9%
Male	52.1%
American Indian or Alaska Native	0.4%
Asian	15.8%
Black or African American	0.7%
Filipino	3.7%
Hispanic or Latino	7.9%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	3.5%
White	67.7%
English Learners	2.8%
Socioeconomically Disadvantaged	9.4%
Students with Disabilities	9%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.90	100.00	159.00	95.95	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.20	1.38	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1.80	1.09	12115.80	4.41
Unknown	0.00	0.00	2.60	1.57	18854.30	6.86
Total Teaching Positions	19.90	100.00	165.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.40	100.00	168.30	94.01	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.56	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.80	1.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	2.80	1.60	11953.10	4.28
Unknown	0.00	0.00	5.00	2.82	15831.90	5.67
Total Teaching Positions	25.40	100.00	179.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	8/9/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Grades K-5	Yes	0
Mathematics	K-5 Houghton Mifflin Harcourt: Go Math - 2014	Yes	0

Science	Twig Science Grades K-5	Yes	0
History-Social Science	Scott Foresman History-Social Science for California K-5	Yes	0
Foreign Language			
Health		Yes	0

School Facility Conditions and Planned Improvements

School building and grounds at Lakeview provide a clean, positive environment that is conducive to teaching and learning. All facilities are clean and well maintained. Floors, walls, roofs, and plumbing are maintained on a regular schedule. The Lead Custodian and Principal work to inspect concerns, request support from the District when needed, and ensure the facility is in excellent working order. Our amphitheater has a beautiful mural to enhance the campus environment. Additionally, our SOAR personal standards painted at the entry and posters in the multi-purpose. Our Lakeview garden provides a great outdoor learning environment.

Lakeview is scheduled to have solar panels installed in the parking lot in summer 2024.

Year and month of the most recent FIT report	12/8/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			BLDG A HAS A LEAK IN THE EAST WALL - WORKING ON ADDING A PUMP TO HELP
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			BLDG C WINDOWS SHOW POTENTIAL LEAKING

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	78	77	70	69	47	46
Mathematics (grades 3-8 and 11)	71	80	60	62	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	277	276	99.64	0.36	77.17
Female	136	136	100.00	0.00	83.09
Male	141	140	99.29	0.71	71.43
American Indian or Alaska Native	--	--	--	--	--
Asian	44	44	100.00	0.00	86.36
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	26	26	100.00	0.00	69.23
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	16	94.12	5.88	93.75
White	177	177	100.00	0.00	76.27
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	23	22	95.65	4.35	77.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	32	100.00	0.00	40.63

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	277	276	99.64	0.36	80.07
Female	136	136	100.00	0.00	77.21
Male	141	140	99.29	0.71	82.86
American Indian or Alaska Native	--	--	--	--	--
Asian	44	44	100.00	0.00	88.64
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	26	26	100.00	0.00	69.23
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	16	94.12	5.88	75.00
White	177	177	100.00	0.00	81.36
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	23	22	95.65	4.35	72.73
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	32	100.00	0.00	50.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	61.39	67.05	51.52	52.38	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	88	88	100.00	0.00	67.05
Female	50	50	100.00	0.00	62.00
Male	38	38	100.00	0.00	73.68
American Indian or Alaska Native	0	0	0	0	0
Asian	13	13	100.00	0.00	84.62
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	60	60	100.00	0.00	70.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97.8%	100%	100%	100%	100%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents are viewed as valued partners in their children's education. At Lakeview, this partnership is strongly advocated! Parent volunteers are both encouraged and welcomed! Parent input and contributions to our learning community are an integral part of our decision-making process. Our amazing PTO consists of a dedicated group of parents and teachers who generously give their time and effort to planning wonderful activities (ex. Fall Festival, Donuts with Grown-ups, Pancake Breakfast, Holiday Shop, Santa Gathering with EDH Fire Dept., a School Dance, Paint Night, etc.). Their donations have recently made it possible for Lakeview to hold dance and pottery instruction, fund a beautiful mural project, provide supplemental online technology for students, and offer necessary supplies for our school site. The Lakeview School Site Council (SSC) and Parent Teacher Organization (PTO) are two groups that encourage community involvement. Typically, our PTO organizes wonderful events and fundraisers, designed to offer financial support and bring families together in a positive, child-centered, social setting. The SSC develops Lakeview's Single Plan for Student Achievement and works with the school staff, PTO, and community to set yearly goals and objectives in reading/language arts, math/science, health and wellness, citizenship, and fitness. The PTO supports our annual goals by donating funds to help supplement the cost of programs and resources.

Contact Person: Laurisa Stuart
Contact Phone No. 916-941-2600

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	558	556	53	9.5
Female	265	265	22	8.3
Male	293	291	31	10.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	86	86	4	4.7
Black or African American	6	6	3	50.0
Filipino	20	20	0	0.0
Hispanic or Latino	45	45	4	8.9
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	19	19	0	0.0
White	378	376	41	10.9
English Learners	15	15	1	6.7
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	54	54	13	24.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	67	67	9	13.4

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.36	0.35	0.36	0.57	1.73	1.57	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.36	0
Female	0	0
Male	0.68	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.16	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.26	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.85	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.49	0

2023-24 School Safety Plan

Lakeview's dedicated and caring staff work to provide a positive, warm, fair, and consistent climate.

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

Student and staff safety are our number one priority! Safety and crisis procedures are in place and practiced regularly.

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

Staff serve to supervise students before and after school. Students in 5th grade serve as Safety Patrol Officers. They accompany staff members in monitoring drop-off, dismissal, and campus safety.

Our custodial team, consisting of two full-time and one part-time custodian, work diligently to maintain the sanitation, cleanliness, and beauty of our classrooms, facilities, and grounds. Our District maintenance and grounds team work to keep our school site in working order.

Our school counselor and MTSS (Multi-Tiered Systems of Support) team work to lead staff and guide students in Social-Emotional Learning. Positive character lessons, resources, and modeling are provided. Our school counselor provides guidance lessons (anti-bullying, stress management, emotional regulation, friendship, etc.) regularly in all classrooms.

2023-24 School Safety Plan

Lakeview has worked to successfully implement Positive Behavior Support Intervention (PBIS) training and planning. This process of refining procedures and expectations has further enhanced our positive learning environment. We emphasize the acronym, SOAR, which stands for Solving Problems, Owning Good Decisions, Achieving Leadership, and Radiating Respect!

Eagle Manners are taught and encouraged, as well. A school-wide quiet signal is practiced daily and used for safety and procedures. Grade level expectations assemblies (SOAR assemblies) are held throughout the year, where students are also recognized for positive behavior.

Our 4th and 5th grade student leadership group, IMPACT, works to provide school service and community service, while learning and practicing leadership skills. Over 100 students belong to IMPACT!

Lakeview staff are dedicated and determined to maintain a safe, positive school climate!

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	3	
1	20	1	2	
2	27		2	
3	35		1	1
4	22		3	
5	25		3	
Other	24		1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	6		
1	22	1	3	
2	23		4	
3	21	1	3	
4	20	2	2	
5	25		4	
Other	5	2		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	3	0
1	21	2	2	0
2	24	0	4	0
3	24	0	4	0
4	26	0	3	0
5	24	0	3	0
6	0	0	0	0
Other	14	1	1	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	545

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11,872	$3,395	$8,477	$83,463
District	N/A	N/A	$8,352	$80,846
Percent Difference - School Site and District	N/A	N/A	1.5	3.2
State	N/A	N/A	$7,607	$88,288
Percent Difference - School Site and State	N/A	N/A	10.8	-5.6

Fiscal Year 2022-23 Types of Services Funded

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

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$53,905	$54,046
Mid-Range Teacher Salary	$77,019	$84,515
Highest Teacher Salary	$100,373	$110,867
Average Principal Salary (Elementary)	$126,549	$136,841
Average Principal Salary (Middle)	$128,233	$141,477
Average Principal Salary (High)	$0	$137,985
Superintendent Salary	$203,009	$217,473
Percent of Budget for Teacher Salaries	36.99%	32.43%
Percent of Budget for Administrative Salaries	6.22%	5.62%

Professional Development

Early Release Professional Development/Teacher Collaboration days are scheduled every Wednesday throughout the school year. During these meetings, teachers work to analyze assessment data and target key standards. In addition, they plan, develop and improve effective instructional strategies. Staff development related to instructional practices, adopted curriculum, technology, Social Emotional Learning, and other educationally related matters are provided for all teachers." (Include any site specific PD that you wish to share)

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

A majority of Lakeview teachers are certified in GLAD (Guided Language Assessment and Development) and have received thorough follow-up coaching. Primary teachers are skilled and trained in SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words). 85% of Lakeview Teachers will be certified in Love and Logic by the spring of 2023. Lakeview certificated support staff are trained and certified in The Zones of Regulation.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Marina Village Middle School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

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

2023-24 District Contact Information

District Name	Rescue Union Elementary School District
Phone Number	530-677-4461
Superintendent	Jim Shoemake
Email Address	jshoemake@rescueusd.org
District Website	www.rescueusd.org

2023-24 School Description and Mission Statement

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

Marina Village Middle School is located north of Highway 50 in El Dorado Hills. The school was built in 1982. It is a

2023-24 School Description and Mission Statement

sixth/seventh/eighth-grade school with an enrollment of 742 students on campus. Marina Village is one of seven schools in the District. Marina Village has a trimester schedule that provides students with more enrichment choices than on a semester schedule. Progress reports are posted online shortly after the middle of each trimester. Grades are posted online at the end of each trimester and hard copies are available upon request.

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

Students with special needs are provided special help through several support programs. The Resource Specialist Program provides help for students in the areas of mathematics, reading, and language arts. This support is provided by direct instruction, collaboration with the classroom teacher, and team teaching. Class sizes are small to allow for individual attention. Additional support is provided by a school counselor, a health office nurse, a district nurse (1 day per week), a school psychologist, and a county speech/language specialist (3 days per week). Services include academic counseling, crisis intervention, and referrals to outside agencies. Tutorial instruction is available before school, during lunch periods when school is in session for a full day, and after school through the Homework Club program for those students in need of extra help. A mandatory assignment to Homework Club is provided for students who are academically failing. Marina Village teachers work closely with the support staff.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	263
Grade 7	223
Grade 8	250
Total Enrollment	736

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8%
Male	52.2%
American Indian or Alaska Native	0.4%
Asian	9%
Black or African American	1.4%
Filipino	3.1%
Hispanic or Latino	13.3%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	5%
White	67.4%
English Learners	1.4%
Socioeconomically Disadvantaged	8.4%
Students with Disabilities	10.3%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.40	92.01	159.00	95.95	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.80	2.78	2.20	1.38	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	1.74	1.80	1.09	12115.80	4.41
Unknown	1.00	3.47	2.60	1.57	18854.30	6.86
Total Teaching Positions	28.70	100.00	165.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	33.80	94.81	168.30	94.01	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.56	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.80	1.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	2.80	1.60	11953.10	4.28
Unknown	1.80	5.19	5.00	2.82	15831.90	5.67
Total Teaching Positions	35.60	100.00	179.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.80	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.80	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.50	0.00
Total Out-of-Field Teachers	0.50	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill: ConnectED StudySync	Yes	

Mathematics	6-8 Houghton Mifflin Harcourt: Big Ideas Math - 2014	Yes	
Science	AMPLIFY Grade 6 STEMSCOPES Grades 7-8	Yes	
History-Social Science	Grades 6-8: TCI	Yes	

School Facility Conditions and Planned Improvements

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

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

Marina Village is scheduled to have solar panels installed in the parking lot in summer 2024.

Year and month of the most recent FIT report	12/20/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		CARPETS/GYM FLOORING/CAFETERIA FLOORING
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		TILES NEED REPLACEMENT
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			LEAKING ROOFS/MPR WALL PEELING
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	73	72	70	69	47	46
Mathematics (grades 3-8 and 11)	60	62	60	62	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	733	722	98.50	1.50	72.16
Female	350	345	98.57	1.43	77.68
Male	383	377	98.43	1.57	67.11
American Indian or Alaska Native	--	--	--	--	--
Asian	67	67	100.00	0.00	88.06
Black or African American	--	--	--	--	--
Filipino	23	23	100.00	0.00	60.87
Hispanic or Latino	97	97	100.00	0.00	63.92
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	36	36	100.00	0.00	80.56
White	495	484	97.78	2.22	71.69
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	75	73	97.33	2.67	50.68
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	85	83	97.65	2.35	31.33

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	733	721	98.36	1.64	62.41
Female	350	344	98.29	1.71	57.56
Male	383	377	98.43	1.57	66.84
American Indian or Alaska Native	--	--	--	--	--
Asian	67	67	100.00	0.00	83.58
Black or African American	--	--	--	--	--
Filipino	23	23	100.00	0.00	47.83
Hispanic or Latino	97	97	100.00	0.00	54.64
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	36	36	100.00	0.00	69.44
White	495	483	97.58	2.42	61.08
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	75	73	97.33	2.67	39.73
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	85	82	96.47	3.53	23.17

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	50.00	54.13	51.52	52.38	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	244	242	99.18	0.82	54.13
Female	116	116	100.00	0.00	50.86
Male	128	126	98.44	1.56	57.14
American Indian or Alaska Native	--	--	--	--	--
Asian	20	20	100.00	0.00	75.00
Black or African American	--	--	--	--	--
Filipino	14	14	100.00	0.00	42.86
Hispanic or Latino	33	33	100.00	0.00	51.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00	0.00	35.71
White	159	157	98.74	1.26	55.41
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	21	21	100.00	0.00	57.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	25	96.15	3.85	16.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	98.9	98.7	99.1	97.8	99.1

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

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

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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	748	746	61	8.2
Female	357	356	30	8.4
Male	391	390	31	7.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	1	33.3
Asian	67	67	2	3.0
Black or African American	10	10	1	10.0
Filipino	23	23	0	0.0
Hispanic or Latino	99	99	7	7.1
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	37	37	3	8.1
White	505	503	47	9.3
English Learners	10	10	0	0.0
Foster Youth	0	0	0	0.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	80	80	13	16.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	94	93	9	9.7

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	1.31	3.76	1.74	0.57	1.73	1.57	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.74	0
Female	0.28	0
Male	3.07	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.49	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.02	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.98	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.5	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.06	0

2023-24 School Safety Plan

Parents and students consistently provide feedback indicating that Marina Village promotes a positive learning environment and that students are challenged in all academic areas. Positive behavior and achievement are recognized in numerous ways. Staff members nominate students for "Student Recognition" at the end of every trimester. These students are acknowledged for their special achievements. Teachers provide online messaging for outstanding behavior through our parent messaging system and those students are entered into drawings for reward. Academic achievement is recognized through the Honor Roll and Principal's Honor Roll awards each trimester; and the school's Honor Society. 8th-grade students are eligible for the Mustang Pride Award for academic excellence over 3 years and are awarded at 8th-grade promotion.

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

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

The WEB program (Where Everybody Belongs) is made up of 8th graders who plan activities for 6th graders to help them with their transition to middle school. Marina has implemented a PBIS (Positive Behavior Intervention and Supports) program to teach student behavior expectations, recognize positive choices, and provide support services for students. A variety of clubs

2023-24 School Safety Plan

meet after school, offering opportunities for positive social interaction, and students can create clubs in their areas of interest. Marina students are involved in anti-drug, anti-tobacco, environmental, and community service activities. Marina staff have also been trained in SEL practices and conflict resolution. Marina Village students function in a safe, positive environment. Marina Village recognizes that positive behavior and appropriate activities will stimulate a healthy, productive school climate.

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

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	22	9	
Mathematics	10	42		
Science	14	30		
Social Science	19	20	10	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	3	18	
Mathematics	24	4	16	1
Science	27		19	
Social Science	31	1	14	5

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	6	15	0
Mathematics	22	7	13	1
Science	26	1	17	0
Social Science	31	3	12	4

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	736

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	0.6
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11,157	$2,975	$8,182	$81,742
District	N/A	N/A	$8,352	$80,846
Percent Difference - School Site and District	N/A	N/A	-2.1	1.1
State	N/A	N/A	$7,607	$88,288
Percent Difference - School Site and State	N/A	N/A	7.3	-7.7

Fiscal Year 2022-23 Types of Services Funded

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

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$53,905	$54,046
Mid-Range Teacher Salary	$77,019	$84,515
Highest Teacher Salary	$100,373	$110,867
Average Principal Salary (Elementary)	$126,549	$136,841
Average Principal Salary (Middle)	$128,233	$141,477
Average Principal Salary (High)	$0	$137,985
Superintendent Salary	$203,009	$217,473
Percent of Budget for Teacher Salaries	36.99%	32.43%
Percent of Budget for Administrative Salaries	6.22%	5.62%

Professional Development

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

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

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

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Pleasant Grove Middle School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

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

2023-24 District Contact Information

District Name	Rescue Union Elementary School District
Phone Number	530.677.4461
Superintendent	Jim Shoemake
Email Address	jshoemake@rescueusd.org
District Website	www.rescueusd.org

2023-24 School Description and Mission Statement

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

2023-24 School Description and Mission Statement

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 shared nurse, a full time health office clerk, a full-time psychologist, a district EL Coordinator, a mental health clinician through a partnership grant with Summetview, 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.

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.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	156
Grade 7	145
Grade 8	175
Total Enrollment	476

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.6%
Male	54.2%
American Indian or Alaska Native	1.1%
Asian	1.5%
Black or African American	0.6%
Filipino	0.8%
Hispanic or Latino	23.1%
Native Hawaiian or Pacific Islander	0.6%
Two or More Races	2.5%
White	69.7%
English Learners	7.8%
Homeless	0.8%
Socioeconomically Disadvantaged	25.8%
Students with Disabilities	19.1%

A. Conditions of Learning	State Priority: Basic
	The SARC provides the following information relevant to the State priority: Basic (Priority 1):

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.10	91.57	159.00	95.95	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	1.69	2.20	1.38	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.80	2.70	1.80	1.09	12115.80	4.41
Unknown	1.10	4.01	2.60	1.57	18854.30	6.86
Total Teaching Positions	29.60	100.00	165.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.90	80.58	168.30	94.01	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.56	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.80	7.28	1.80	1.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.80	3.24	2.80	1.60	11953.10	4.28
Unknown	2.20	8.90	5.00	2.82	15831.90	5.67
Total Teaching Positions	24.70	100.00	179.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.50	1.80
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.50	1.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.60	0.60
Local Assignment Options	0.20	0.20
Total Out-of-Field Teachers	0.80	0.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.1	7.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill: ConnectED StudySync	Yes	0
Mathematics	6-8 Houghton Mifflin Harcourt: Big Ideas Math - 2014	Yes	0

			Yes	0
Science	AMPLIFY Grade 6 STEMSCOPES Grades 7-8		Yes	0
History-Social Science	Grades 6-8: TCI		Yes	0
Health			Yes	0

School Facility Conditions and Planned Improvements

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

While our facility is still fairly new and in good working order, a district deferred maintenance program is in place to repair or replace major areas of the campus, such as roofs, black top, carpet, stucco, and heating/air conditioning units when eventually needed. Pleasant Grove is scheduled to have solar panels installed in the parking lot in summer 2024.

The facilities at Pleasant Grove Middle School are in very good condition.

Year and month of the most recent FIT report	11/30/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Gym is scheduled for an HVAC replacement spring 2024
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		LEAKING ROOFS / CRACKED STUCCO
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	63	62	70	69	47	46
Mathematics (grades 3-8 and 11)	44	44	60	62	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	479	468	97.70	2.30	61.67
Female	220	211	95.91	4.09	65.40
Male	258	256	99.22	0.78	58.43
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	108	105	97.22	2.78	46.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	11	91.67	8.33	90.91
White	336	329	97.92	2.08	65.55
English Learners	33	32	96.97	3.03	9.38
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	139	138	99.28	0.72	37.96
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	91	84	92.31	7.69	16.87

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	478	467	97.70	2.30	43.90
Female	220	212	96.36	3.64	39.62
Male	257	254	98.83	1.17	47.24
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	107	104	97.20	2.80	30.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	66.67
White	336	328	97.62	2.38	47.26
English Learners	33	33	100.00	0.00	3.03
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	138	137	99.28	0.72	30.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	91	83	91.21	8.79	10.84

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	43.48	45.29	51.52	52.38	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	176	170	96.59	3.41	45.29
Female	81	76	93.83	6.17	44.74
Male	95	94	98.95	1.05	45.74
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	38	35	92.11	7.89	25.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	127	124	97.64	2.36	52.42
English Learners	11	11	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	53	52	98.11	1.89	28.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	23	82.14	17.86	8.70

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	97.6	97.9	99.0	96.6	98.6

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Pleasant Grove consulted with all stakeholders in the development of this site plan. Surveys are sent out at the beginning an 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 school provided Google Form Survey and a newly create Positive Culture District Survey 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, IXL math data, bi-trimester grade analysis data, and classroom data metrics are 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.

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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	490	488	66	13.5
Female	224	224	30	13.4
Male	265	263	36	13.7
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	5	5	2	40.0
Asian	7	7	1	14.3
Black or African American	4	4	1	25.0
Filipino	6	6	0	0.0
Hispanic or Latino	114	112	18	16.1
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	12	12	2	16.7
White	338	338	41	12.1
English Learners	38	38	5	13.2
Foster Youth	1	1	0	0.0
Homeless	9	9	3	33.3
Socioeconomically Disadvantaged	145	143	33	23.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	102	102	22	21.6

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	1.16	5.02	5.92	0.57	1.73	1.57	0.20	3.17	3.60
Expulsions	0.00	0.00	0.20	0.00	0.00	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.92	0.2
Female	2.23	0
Male	9.06	0.38
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	6.14	0.88
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	5.92	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	9.66	0.69
Students Receiving Migrant Education Services	0	0
Students with Disabilities	7.84	0

2023-24 School Safety Plan

Parents and students believe that Pleasant Grove provides a positive learning environment and the students are challenged in all academic areas. Positive behavior and achievement are recognized by Puma Pride awards, Clash of the Classes, Student of the Trimester awards, positive telephone calls, e-mails, and messages sent home by the teacher, vice principal, and principal. Staff members nominate Student of the Trimester recipients each month along with students earning Honor Roll, High Honor Roll, and Principal's Honor Roll. Students are allowed to pick various "award" items from our student cart. These students are acknowledged for any special achievement not just academic. Academic achievement is recognized through the Honor Roll. Eighth grade students are eligible for various academic and leadership recognition awards presented during promotion. A committee of parents, teachers, students and administrators reviewed other middle school discipline policies and created a parent/student handbook for Pleasant Grove. This is reviewed each year for any needed adjustments.

In addition to academic recognitions, students are recognized for positive behavior with our Puma Pride Awards. This is part of our Positive Behavior Intervention Supports program also known as PBIS. Through PBIS, students with qualifying merit counts are recognized at various times throughout the year. Through the PBIS program rules and procedures are highlighted and reviewed weekly.

Each year, Pleasant Grove's Safety Committee reviews policies, assesses needs, and explores ways to make our school a safer place and improve the physical and cultural climates. The Pleasant Grove Safety Committee consists of 10 members: Both classified and certificated staff. The school Safety committee meets tri-annually throughout the school year and the plan was last reviewed and updated in October 2023. Our school Safety Plan is also reviewed by our school's Site Council. Physical improvements, leading to a safer school environment, have been made to our school's asphalt paint, classified walkie talkies, and classroom blinds and we have evaluated, revised, and improved policies related to campus supervision, anti-bullying programs, and positive recognition events. Instructional staff participates in monthly staff meetings with a safety focus and yard duties participate in monthly meetings as well.

2023-24 School Safety Plan

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

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	13	27	5	
Mathematics	11	35	3	
Science	17	18	5	1
Social Science	15	22	6	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	7	10	
Mathematics	20	7	9	
Science	27		12	
Social Science	26	1	12	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	9	7	0
Mathematics	19	8	8	0
Science	27	0	11	0
Social Science	26	1	11	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	476

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.6
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13,075	$3,917	$9,158	$84,001
District	N/A	N/A	$8,352	$80,846
Percent Difference - School Site and District	N/A	N/A	9.2	3.8
State	N/A	N/A	$7,607	$88,288
Percent Difference - School Site and State	N/A	N/A	18.5	-5.0

Fiscal Year 2022-23 Types of Services Funded

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

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$53,905	$54,046
Mid-Range Teacher Salary	$77,019	$84,515
Highest Teacher Salary	$100,373	$110,867
Average Principal Salary (Elementary)	$126,549	$136,841
Average Principal Salary (Middle)	$128,233	$141,477
Average Principal Salary (High)	$0	$137,985
Superintendent Salary	$203,009	$217,473
Percent of Budget for Teacher Salaries	36.99%	32.43%
Percent of Budget for Administrative Salaries	6.22%	5.62%

Professional Development

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

Teachers receive professional development and will work collaboratively on a regular, ongoing basis to target key standards, analyze formative assessment data and develop effective instructional practices. Teachers and administrators regularly attend conferences and workshops to learn about and implement the most effective instructional practices. There is a focus on AVID instructional teaching practices as well as PBIS strategies woven throughout the professional development yearly cycle. Teachers attend the AVID Summer Institute.

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

This table displays the number of school days dedicated to staff development and continuous improvement.

Professional Development

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Rescue Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

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

2023-24 District Contact Information

District Name	Rescue Union Elementary School District
Phone Number	530-677- 4461
Superintendent	Jim Shoemake
Email Address	jshoemake@rescueusd.org
District Website	www.rescueusd.org

2023-24 School Description and Mission Statement

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 one percent of Rescue School's population are socio-economically disadvantaged. Our cultural demographics include 1% American Indian or Alaska Native, 2% Asian, 1% Filipino, 1% African American, 12% Hispanic or Latino, and 82% White.

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. We have recently adopted TWIG Science as our NGSS State approved science curriculum.   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 or smart TV's 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.
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.   Rescue elementary offers a well rounded program with a variety of activities and supports that provide a positive experience for our students.

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

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	97
Grade 1	88
Grade 2	71
Grade 3	73
Grade 4	90
Grade 5	78
Total Enrollment	497

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.7%
Male	50.3%
American Indian or Alaska Native	0.8%
Asian	1.6%
Black or African American	1.2%
Filipino	1%
Hispanic or Latino	12.5%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	0.4%
White	82.3%
English Learners	2%
Foster Youth	0.2%
Homeless	0.4%
Socioeconomically Disadvantaged	21.7%
Students with Disabilities	10.9%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.50	94.02	159.00	95.95	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	6.04	2.20	1.38	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1.80	1.09	12115.80	4.41
Unknown	0.00	0.00	2.60	1.57	18854.30	6.86
Total Teaching Positions	16.50	100.00	165.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.00	96.01	168.30	94.01	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.99	1.00	0.56	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.80	1.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	2.80	1.60	11953.10	4.28
Unknown	0.00	0.00	5.00	2.82	15831.90	5.67
Total Teaching Positions	25.00	100.00	179.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	1.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.5	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected	December 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Grades K-5 - 2016	Yes	0

Mathematics	K-5 Houghton Mifflin Harcourt: Go Math - 2014	Yes	0
Science	TWIG Science Adopted for 2023-2024 Grades K-5	Yes	0
History-Social Science	Scott Foresman History-Social Science for California Grades K-5	Yes	0
Health		Yes	0

School Facility Conditions and Planned Improvements

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

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

During 2022, a new roof was installed on the multipurpose room. Summer 2023, Kinder playground grass was replaced with turf. Summer of 2024, Rescue Elementary is scheduled for solar panels to be installed in the parking lot and modernization project for the MPR to add a stage and new outdoor eating area.

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

Year and month of the most recent FIT report	11/30/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		FLOOR IN E WING RR NEEDS REPLACING / MPR RR NEED REPAIR - SCHEDULED FOR SUMMER 2024
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			BLDG F HAS SIGNS OF POSSIBLE LEAK
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	74	65	70	69	47	46
Mathematics (grades 3-8 and 11)	73	69	60	62	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	239	233	97.49	2.51	65.24
Female	127	123	96.85	3.15	69.11
Male	112	110	98.21	1.79	60.91
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	23	23	100.00	0.00	73.91
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	207	201	97.10	2.90	63.68
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	55	51	92.73	7.27	56.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	23	85.19	14.81	34.78

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	239	232	97.07	2.93	69.40
Female	127	123	96.85	3.15	65.85
Male	112	109	97.32	2.68	73.39
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	23	23	100.00	0.00	69.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	207	200	96.62	3.38	69.50
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	55	51	92.73	7.27	58.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	23	85.19	14.81	30.43

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	63.77	55.88	51.52	52.38	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	75	68	90.67	9.33	55.88
Female	41	38	92.68	7.32	50.00
Male	34	30	88.24	11.76	63.33
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	64	57	89.06	10.94	52.63
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	16	12	75.00	25.00	25.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	93.5%	97.3%	97.3%	90.7%	97.3%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Rescue Elementary utilizes parent volunteers in the classroom on a regular basis. Many of our parent participate in this program ans help support the classrooms with group rotations or classroom events. Our staff is very grateful for the support we receive from our volunteers.

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

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

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

Contact Person: Todd McGinnis, Principal
Contact Phone No. 530-677-2720

2023-24 Opportunities for Parental Involvement

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	514	510	59	11.6
Female	255	252	25	9.9
Male	259	258	34	13.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	4	4	1	25.0
Asian	8	8	0	0.0
Black or African American	6	6	2	33.3
Filipino	5	5	0	0.0
Hispanic or Latino	66	66	16	24.2
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	2	2	0	0.0
White	422	418	40	9.6
English Learners	11	11	0	0.0
Foster Youth	2	2	1	50.0
Homeless	9	9	1	11.1
Socioeconomically Disadvantaged	126	124	32	25.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	63	63	9	14.3

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.19	0.58	0.57	1.73	1.57	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.58	0
Female	0	0
Male	1.16	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.71	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.79	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.59	0

2023-24 School Safety Plan

Rescue School was the first school built in the district (1958). Currently the campus contains 21 regular education classrooms, a library, a Learning Center, a gymnasium, a STEM room, an extended day room, and an administrative office. Students in grades K-5 have access to a swing set, climbing apparatus and bars, asphalt play area, and an open grass field. The custodial staff maintains campus cleanliness. The Safety Plan is an annual document designed to highlight areas of pride within our school while detailing ongoing goals and projects that are scheduled to continue improving our campus and the educational experience for our community. The Safety Plan is organized into three main categories: Physical Environment, Social Environment, and Cultural Environment. Each category offers objectives and goals meant to improve in these areas. Several committees including the Positive Behavior Intervention Support Committee (PBIS), the School Culture and Climate Committee and the School Site Council meet regularly to discuss school rules and procedures and address any school safety issues. Surveys are also given to solicit feedback from Rescue community stakeholders. The Rescue School Safety Plan (Reviewed 1/9/23) can be found on our school website at www.rescueelementary.org under the "Our School" tab and the "School Site Council" drop down menu.

2023-24 School Safety Plan

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

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	4		
1	25		2	
2	26		2	
3	22		2	
4	26		2	
5	29		2	
Other	22		1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	4	
1	19	3	1	
2	24		3	
3	22		4	
4	29		3	
5	24		3	
Other	3	2		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	4	1	0
1	22	0	4	0
2	31	0	2	1
3	24	0	3	0
4	30	0	3	0
5	26	0	3	0
6	0	0	0	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	497

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11,588	$3,777	$7,811	$77,113
District	N/A	N/A	$8,352	$80,846
Percent Difference - School Site and District	N/A	N/A	-6.7	-4.7
State	N/A	N/A	$7,607	$88,288
Percent Difference - School Site and State	N/A	N/A	2.6	-13.5

Fiscal Year 2022-23 Types of Services Funded

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

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$53,905	$54,046
Mid-Range Teacher Salary	$77,019	$84,515
Highest Teacher Salary	$100,373	$110,867
Average Principal Salary (Elementary)	$126,549	$136,841
Average Principal Salary (Middle)	$128,233	$141,477
Average Principal Salary (High)	$0	$137,985
Superintendent Salary	$203,009	$217,473
Percent of Budget for Teacher Salaries	36.99%	32.43%
Percent of Budget for Administrative Salaries	6.22%	5.62%

Professional Development

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

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

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

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

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

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	20

RESCUE UNION SCHOOL DISTRICT
GREEN VALLEY ELEMENTARY SCHOOL
2023-2024 SAFE SCHOOL PLAN

Planning Committee Members

Michelle Winberg, Principal
Colin Scowcroft, Teacher
Tom Briseno, Teacher
Maryrose McCoy, Parent
Lynsie Paulukaitis, Parent
Tamra Scalese, Parent

Green Valley Elementary School's Mission Statement

The Green Valley 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 dedicated to providing our students an excellent education within a caring and nurturing environment where all students are valued and respected.

Rescue Union School District Vision Statement

Rescue Union School District is known and respected for quality education programs and prepares students for the ever- changing challenges of society. Rescue 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.

School Climate

Green Valley School has a beautiful campus with a great staff and supportive parents who work together to create a positive atmosphere for students. Our goal is to provide a school environment that supports the social and emotional development of our students through positive recognition and instructional programs. We are proud of the positive atmosphere that has been created at Green Valley. There is a need for continued focus on problem solving/resolution skills and to continue to provide more structured activities/games during recess.
Existing opportunities include:

- School-wide implementation of PBIS aka- The Gator Way
- Gator Way Tickets and Red Character Tickets
- Dedicated, well-trained and nurturing staff
- Monthly Citizenship Assemblies
- Gator Manners
- Guided Language Acquisition Development (GLAD)
- Daily Gator Gatherings on blacktop – announcements, Pledge of Allegiance, Gator Chant
- Student Leadership team-Gator TV Announcements
- A motivated Parent Teacher Organization
- Modeling and teaching of GV Monthly Character Traits
- Bullying prevention program (through stories and guidance lessons)
- Second Step and Character Strong Curriculum used for weekly guidance lessons
- Group and individual counseling sessions
- Red Ribbon Week program which focuses on students learning refusal skills
- Digital Citizenship Lessons
- School Spirit Activities
- School Garden
- Sports (Cross Country, Basketball, Volleyball)
- Extracurricular activities (Cross Country, Basketball, Volleyball)
    o Choir grades 2-5
    o Yearbook Club- 5th grade
    o Oral Interpretation
    o Spelling Bee
- Music Instruction 4th grade
- Band 5th grade
- After school enrichment classes (Fall & Spring)

School Climate Objectives

Our goal is to create a positive school climate where students are valued and respected

Objective #1: During the 2023-2024 school year staff will focus on Social Emotional Learning and Trauma Informed Practices which will help students develop and display positive character traits.

1. **Related activities:**
   a. Staff Development on Trauma Informed Practices and Social Emotional Learning
   b. Small group and individual guidance counseling
   c. Continued implementation of Calm Zones in all classrooms which provides a place for students to reset/regulate
   d. Implementation of Tier 2 PBIS strategies such as Check in Check Out (CICO), 5 for 5 etc.
   e. Monthly character assemblies
   f. Use of Gator Way Tickets
   g. PBIS Facilitator will proactively monitor students and help provided students with needed breaks and front load for activities to set students up for success.
2. **Resources needed:**
   a. Funds for PBIS Facilitator position
   b. Cost of CICO reward items and Gator Way Ticket Rewards
   c. Cost for Calm Zones items/materials
   d. Time for professional development and collaboration
3. **Person(s) responsible for implementation:**
   a. Green Valley staff including principal, teachers and classified staff.
4. **Timeline:** 2023-2024 school year

Objective #2: To curb bullying behaviors and to teach students how to respond to a bully.

1. **Related Activities:**
   a. Teachers will show PBIS videos for expectations in zones on campus.
   b. Teachers will enforce the red ticket trait of the month.
   c. School counselors will facilitate classroom presentations using the Second Step curriculum supplemented with other books/lessons.
   d. Principal will lead class discussions on bullying (Spring)
2. **Resources Needed:**
   a. Second Step & Character Strong Curriculum (already purchased)
   b. Red Ticket rewards
   c. Variety of read alouds on the topic (eg: Simon's Hook)
3. **Persons Responsible**: Principal, teachers, counselors
4. **Timeline**: Ongoing during the 2023-2024 school year

Objective #3: To help students develop conflict resolution skills.

1. **Related Activities**: Weekly classroom presentations in all classes by the school counselors.
2. **Resources Needed**: Second Step Curriculum and other story books (already purchased)
3. **Persons Responsible**: Counselors/Teachers
4. **Timeline**: Ongoing during the 2023-2024 school year

Objective #4: Positive Behavior Intervention and Supports- Behavior Standards will be clearly defined and taught to create a positive environment for staff and students

1. **Related Activities:**
   a. Use of PBIS videos to teach expectations of each school location (classroom, blacktop, restrooms, etc)
   b. Reteaching expectations as needed with the PBIS Facilitator
   c. Reviewing Behavior Awareness Ticket data to determine areas of need and to refine practices as needed
   d. Students will be recognized by staff members for showing "The Gator Way" of being respectful, responsible and safe.
   e. Students will be able to redeem their Gator Way tickets to purchase items from their class ticket list (ie; lunch with teacher, game with the principal, read to another class, etc.)
   e. Guidance lessons will be provided to classes every week
   f. Grade level assemblies will be held each trimester to review behavior expectations.
   g. Student recognition assemblies will be held each month
   h. Clear and positive academic and behavior expectations will be communicated to students and parents via assemblies, classroom visits, school handbook, website, and newsletters
   i. Additional training on continued implementation of PBIS- Tier 2
   j. Book Study- *Setting Limits in the Classroom*- to support PBIS

2. **Resources Needed:**
   a. Time for assemblies
   b. Funds for additional training
   c. Funds for PBIS incentives
   d. Funds for PBIS Facilitator position (new position in the 2023-2024 school year)

3. **Persons Responsible for Implementation**
   a. All staff (Principal, Teachers, Yard Supervisors, Para Educators)

4. **Timeline-** 2023-2024 school year

6

Physical Environment

Our goal is to foster a safe, positive learning environment for our students and staff. We continually strive to enhance the safety of the students, staff and visitors by providing clear communication, improved supervision of students and safe facilities and infrastructure. Current areas of pride include:

- New cameras installed on campus (2022)
- School Garden
- New cover for Kindergarten playground
- New staffroom and classroom (building in progress- estimated completion Spring 24)

Physical Environment Objectives

Objective #1: All visitors will follow the visitor log-in procedures. Staff will wear school badges. Our school will engage in monthly emergency drills. We will provide supervision for before school drop off and after school pick up as well as supervision for those students having breakfast at school.

1. **Related activities:**

    a. Signs will be posted to remind visitors to check in at the office.
    b. All staff (classified and certificated) will wear badges
    c. Guest teachers will wear EDCOE identification badges
    d. School will conduct monthly emergency procedure drills
    e. Staff will be assigned to monitor student drop off and pick up
    f. Staff will be assigned to supervise students on the black top beginning at 8:40 am
    g. A yard supervisor will be assigned to monitor students who ride the bus
    h. A yard supervisor will be assigned to safely cross students at the front of the school

2. **Resources Needed:**
    a. Signs
    b. Visitor badges and Login binder

3. **Persons Responsible for Implementation:**
    a. Administration and staff

4. **Timeline for Implementation:** 2023-2024 school year

Objective #2: All students will be taught and have an understanding of playground rules and will appropriately and safely use equipment.

1. **Related Activities:**

    a. Administrator, teachers and yard supervisors will review rules for safe equipment use and playground expectations- PBIS passport
    b. PBIS Videos will be shown to students during the first week of school and then revisited as needed.
    c. Training will be held for yard supervisors
    d. Meetings will be held with yard supervisors to discuss concerns and make any needed adjustments for student safety and concerns
    e. Inclement weather schedule will be created for days when weather is a factor
    f. Gator Way Tickets will be given to students who follow behavior expectations (aka The Gator Way)

2. **Resources Needed:**
    a. Playground equipment
    b. Funds for monthly meetings
    c. PBIS materials (videos, Gator Way Tickets, incentives, passport prizes…)
    d. PBIS Facilitator

3. **Persons responsible for Implementation**
    a. Administration, Teachers, PBIS Facilitator, Yard Supervisors

4. **Timeline for Implementation:** 2023-2024 school year

Objective #3: Provide a safe learning environment for all students and staff.

1. **Related activities:**
    a. All classrooms and buildings will remain safe and secure. Principal will work with staff to practice outdoor emergency/crisis procedures using the catapult system.
    b. Work orders written to Maintenance and Operations for any needed repairs

2. **Resources needed:**
    a. District and Site Funds
    b. Device (phone/ipad) to access catapult system

3. **Persons Responsible**
    a. Principal and all staff
    b. Facilities Director

4. **Timeline for implementation:** 2023-2024

Objective #4: Replace the current field with a new field and a new sprinkler system.

1.   **Related Activities:** Work with Director of Maintenance & Operations
2.   **Resources Needed:** Potentially secure bond funding
3.   **Person Responsible**: Superintendent/Assistant Superintendent Business/Principal

Objective #5: Remove the E Wing Portables- Anticipated Spring 24

1.   **Related Activities:** Work with Director of Maintenance & Operations
2.   **Resources Needed:** Potentially secure bond funding
3.   **Person Responsible**: Superintendent/Principal/Asst Supt of Business/M&O Director

Objective #6: Fix all the uneven pavement on the walkways and fill in the empty planters by the tables as both are tripping hazards.

1.   **Related Activities:** Work with Director of Maintenance & Operations
2.   **Resources Needed:** Funding Source
3.   **Person Responsible:** Director of M & O and Principal
4.   **Timeline:** As soon as funding can be secured

Objective #7: Paint the curb on Foxmore and secure signage for Bus Loading Zone

1.   **Related Activities:** Work with Director of Maintenance & Operations
2.   **Resources Needed:** Funding Source
3.   **Person Responsible:** Director of M & O and Principal
4.   **Timeline:** As soon as funding can be secured

Objective #8: Resurface the Blacktop due to cracking and tripping hazards

1.   **Related Activities:** Work with Director of Maintenance & Operations
2.   **Resources Needed:** Funding Source
3.   **Person Responsible:** Director of M & O and Principal
4.   **Timeline:** As soon as funding can be secured

APPENDICES

Plan Approvals

Principal: Michelle Winberg

Signature: _Michelle W_____ Date: _1/26/24_

Superintendent: Jim Shoemake

Signature: _Jim S_____ Date: _1/27/24_

Site Council Representative: Colin Scowcroft

Signature: _____ Date: _1/26/2024_

RESCUE UNION SCHOOL DISTRICT
JACKSON ELEMENTARY SCHOOL
2023-2024 SAFE SCHOOL PLAN

Planning Committee Members
Michele Williamson, Principal
Ana Mountain, Teacher
Coco Ladd, School Secretary
Daniel Royer, Lead Custodian
Cyndi Duran, Yard Supervisor
Yoncha Watson, Yard Supervisor
Jenelle Nilluka, Yard Supervisor
Vanessa Nichols, School Counselor

Jackson School's Mission Statement

The Jackson 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.

Rescue Union School District Vision Statement

Rescue Union School District is known and respected for quality education programs and prepares students for the ever- changing challenges of society. Rescue 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.

School Climate

Jackson School has a beautiful campus with a great staff and supportive parents who work together to create a positive atmosphere for students. There are many opportunities in place for positive student interactions. Additional steps are taken to enhance the atmosphere and develop campus pride. Existing opportunities include:

- Character Counts monthly celebrations
- Patriotic Assemblies
- Student Talent Shows
- Student Leadership Team
- School Spirit contests and events
- Garden Lessons focusing on respect for others and the environment
- Community service projects through classrooms and leadership elective
- Lunch Bunch Activities (mentors for Multiple Abilities class)
- Character Counts Performance Assemblies (Folsom Lake College)
- JAG-Y GEM videos
- Multiple Abilities Mentor program for 4th/5th graders
- Counselor classroom presentations biweekly
- Lunch activities in the counselor's office
- Friendship groups weekly with the counselor

School Climate Objectives

Our goal is to create a positive school climate where students are valued and respected.

Objective #1: To curb bullying behaviors and to teach students how to respond to a bully.

1. Related activities:
   a. Principal will show the video "Gum in My Hair" in fourth and fifth grade classrooms and lead a class discussion following the video (Spring 2024).
   b. Teachers will show PBIS videos for expectations in zones on campus (Fall, 2023).
   c. Teachers will reinforce the JAG-Y GEM Character trait of the month through classroom discussions.
   d. Principal will host Monthly JAG-Y GEM Character Assemblies (awards will be presented in classrooms 23-24 school year due to COVID) acknowledging individual students for exemplifying the traits.
   e. The school counselor will facilitate classroom presentations using the Second Step Anti-Bully curriculum and friendship groups at lunch (2023-2024).
   f. Use invisible mentoring with the yard supervisor team and PBIS Check-in/Check-out Advisors (CICO) to connect with students at risk.
2. Resources needed: Videos have been made by staff/students.
3. Person(s) responsible for implementation: Principal/teachers.
4. Timeline for implementation: Ongoing during the school year 2023-2024.

Objective #2: To help students develop conflict resolution skills.

1. Related activities: Classroom presentations bimonthly in all classes by the school counselor.
2. Resources needed: Second Step Curriculum (has been purchased).
3. Person(s) responsible for implementation: Counselor/teachers.
4. Timeline for implementation: Ongoing during the school year 2023-2024.

Objective #3: To empower students to help one another with conflicts and to help students recognize each other's positive behavior.

1. Related activities: JAG-Y GEM Character lessons, assemblies, and monthly classroom presentations, lunchtime friendship Groups (2023-24).
2. Resources needed: Materials (already purchased).
3. Person(s) responsible for implementation: Counselor/principal/teachers.
4. Timeline for implementation: Ongoing during the school year 2023-2024.

Evaluation criteria and timeline: In the Fall of 2023 students will take a District Student Survey and we will review discipline records.

Physical Environment

Our goal is to continue to work with the Rescue District, developers, local, state, and federal agencies to make the campus facilities and grounds safe for students, staff, and visitors.

Jackson School has a beautiful campus with a great staff and supportive parents who work together to create a positive atmosphere for students. We would like to enhance the safety of the students, staff, visitors and facilities by providing better campus communication, safe facilities and infrastructure, and improved supervision of students. Current areas of pride include:

- New All Abilities Playground (Fall 2023)
- New School Field (Spring 2023)
- New lighting on campus (2022)
- Cameras on campus (2022)
- New planter boxes, walls, and landscaping in front of our school (2021)
- School garden and outdoor science classroom
- Video Production Lab
- Outdoor reading area designed by upper grade classes (2021-2023)
- Water bottle filling stations (indoor station and outdoor station (21-22)

Physical Environment Objectives

Objective #1: To be observant of our surroundings by watching for safety concerns and responding quickly to those concerns by alerting the administration and filling out work orders.

1. Related activities: Make sure that all staff alert administration to safety concerns and that work orders are filled out and completed in a timely manner.
2. Resources needed: None.
3. Person(s) responsible for implementation: Principal and staff members.
4. Timeline for implementation: Ongoing discussions throughout the year at staff meetings and yard supervisor meetings.

Objective #2: To continue to focus on adequate lighting at night on the school campus and parking lot.

1. Related activities: Have custodial staff walk the campus weekly at night and do a "lighting" check to ensure that all lights are functioning. Additional lighting completed 2022.
2. Resources needed: Monitor new outdoor lighting fixtures on campus.
3. Person(s) responsible for implementation: M & O Coordinator and the Lead custodian.
4. Timeline for implementation: All year. Budget: Unknown.

Objective #3: Continue to monitor the flow of traffic in the school parking lot and on surrounding streets.

1. Related activities: Continue to get feedback from adult crossing guards regarding any safety issues that arise, continue Safety Corner in school newsletter.
2. Resources needed: Recommended list of safety items/signs and equipment from adult crossing guards- eventually a new parking lot design will be needed..
3. Person(s) responsible for implementation: Principal.
4. Timeline for implementation: All year.

Objective #4: Replace the fencing along the Kindergarten yard by the street.

1. Related Activities: Work order submitted in Fall 2022.
2. Resources Needed: Saenz Landscaping will complete the project.
3. Person Responsible: Principal/ PTO/Facilities Director
4. Timeline for Implementation: School year 23-24.

Objective #6: New electric gate at the back of the campus.

1. Related Activities: Work with Brandon Page and General Contractor to secure bids.
2. Resources Needed: Work to secure funding once we have pricing.
3. Person Responsible: Principal/Asst. Superintendent of Business Services.
4. Timeline for Implementation: Ongoing discussion, would be a PTO funded project.

Objective #7: New overhang on classroom D-5.

1. Related Activities: Track work order and progress on this project.
2. Resources Needed: The Maintenance and Operations Department will perform the work.
3. Person Responsible: Principal/Director of Maintenance & Operations.
4. Timeline for Implementation: 23-24 school year. (this classroom will be needed in the 24-25 school year).

Objective #8: Put safety lines into Pour & Play foam around the Merry Go Round and swing set.

1. Related Activities: Include in shade structure bid.
2. Resources Needed: Fund A Need at Giving Gala.
3. Person Responsible: Principal/Director of Maintenance & Operations.
4. Timeline for implementation: Discuss with KYA Group- get a bid included with shade structure.

Objective #9: Replace eight portable classrooms on the F-wing.

1. Related Activities: Architect/pricing/plans
2. Resources Needed: Potentially secure bond funding.
3. Person Responsible: Superintendent/Principal.
4. Timeline for Implementation: Ongoing discussion, possible bond project.

Evaluation criteria and timeline: Once timeline is established we will follow plans to ensure all projects are seen through to completion.
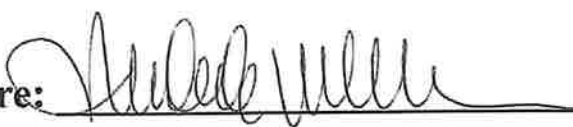
APPENDICES

Plan Approvals

Principal: Michele Williamson

Signature: _Michele Williamson_   **Date:** _1/25/24_

Superintendent: Jim Shoemake

Signature: _Jim Sh_   **Date:** _1/27/24_

RESCUE UNION SCHOOL DISTRICT

LAKE FOREST ELEMENTARY SCHOOL

2023-2024 SAFE SCHOOL PLAN

Planning Committee Members

Renee Mallot, Principal

Stacy Gallman, School Secretary

Maddie Gugin, Teacher

Debbie Shedd, Librarian

Kristen McKelvey, School Counselor

Anna Mangino, School Psychologist

Laurel Plewe, Parent

Lake Forest Elementary School's Mission Statement

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.

Lake Forest Elementary School Vision Statement

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 are inclusive and 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 inspired to reach their full potential and build a strong love for learning, where they embody the responsible social skills and positive character traits encouraged in all Lakers.

Rescue Union School District Vision Statement

Rescue Union School District is known and respected for quality education programs and prepares students for the ever- changing challenges of society. Rescue 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.

School Climate

Lake Forest staff and parents work together in creating a positive atmosphere for students in both the learning and social aspects of our school. We are all a TEAM, and it is important that regardless of our role (parent, staff member, student, community member), we are all working together for the best interest of the student. There are many groups and activities in place, which are directed towards helping students learn to interact in a positive manner. Existing opportunities include:

- Student Council (I-SWIM focus on Community Service)
- School Site Council
- Check In/Check Out Program
- Social Skills Classes with our School Counselor
- Buddy Classes
- Jr. Yard Supervisors
- Parent Volunteers
- After School Enrichment programs
- Charity drives
- Safety Patrol
- Peace Patrol
- Character Education
- Trimester Honor Roll & Principal's List (4th -5th)
- After-School Sports (Cross Country, Volleyball, Basketball)
- Garden
- Rotary Student of the Month Award
- Reading Incentive Program through the use of Accelerated Reader
- Monthly Awards (Character, Academics, Reading Goals, Achievement)
- Motivational Speakers

School Climate Objectives

School Climate Objective #1: Lake Forest will continue to implement and support PBIS techniques and combine this program with current Character Development/I SWIM practices to support student social and emotional growth.

1. Related activities:
   1. Teachers will continue to provide classroom support for managing interpersonal issues using school wide rules and expectations for behavior in all areas of the school.
   2. Students will learn about positive character traits and I-SWIM umbrella rules in the classroom guidance lessons through Character Strong's "Purposefull People" curriculum, in addition to our new collection of lessons used to support PBIS expectations in all areas of Lake Forest.
   3. Social stories will be presented to students in various grades through lessons presented by the school counselor.
   4. Our school counselor and school psychologist will provide support to individuals and groups needing guidance and therapy on social issues at school.
2. Resources needed:
   1. Bulletin boards displaying character traits with student work.
   2. Class lessons related to the monthly character trait.
   3. Class lessons that support school expectations and school wide rules.
   4. Purchase of social stories, PBIS rules charts and teacher materials.
   5. Video production outlining school rules for all students and personnel.
3. Person(s) responsible for implementation: Administration, Staff, School Counselor, School Psychologist
4. Timeline for implementation: 2023-2024

School Climate Objective #2: Interaction between school and families will be encouraged to promote a sense of community.

1. Related activities:
   1. School-wide activities such as Back to School Night, Open House, Book Fair, the Spring Art Show, Family STEM Night, and Family Science Night will be held for parents to participate.
   2. Kindergarten Orientation
   3. Science Fair
   4. School Tours
   5. Art Docent program
   6. Fall Movie Night
   7. Breakfast with Santa
   8. Monthly Award Presentations
   9. Spirit Days
   10. PTC Social Events (including but not limited to): Fall Festival and Makers Faire, Gala/Auction, Family Dance and Glow Bingo Night, and Dine Out Nights.
2. Resources needed: Volunteer support, PTC support, Student Council support, and Clerical support
3. Person(s) responsible for implementation: Administrators, PTC, SSC, Students, and Staff.
4. Timeline for implementation: 2023-2024

School Climate Objective #3: To develop a sense of neighborhood belonging, community involvement with Lake Forest School will be increased.

1. Related activities:
    1. Community related events will be explored with the involvement of local businesses.
    2. Family member participation in events such as Constitution Day and our annual Veterans' Day Assembly.
        i. Local Veterans will be invited to participate in our Veterans Day Assembly
    3. Lake Forest will continue its coordination with the PTC Beautification Committee working on projects around campus that connect the beautification of Lake Forest with the Social-Emotional needs of our students.
        i. Our Garden Coordinator works to have volunteer parents work in and open the garden on a consistent basis for a place where students can come during class time or recess/lunch times.
        ii. A connection has been established between Project Green (our garden coordinator) and Project Luma (graphic designer) to build outside, safe places for our students.
            1. Improved garden boxes, fencing, irrigation and walkways by Eagle Scout projects.
            2. Painting of our wall murals and Lake Forest Sign.
            3. Creation of the Outside Reading Area by Girl Scout projects.
    4. Cyber bullying presentations will be offered by the Rescue Union School District to educate families on the dangers of online use by students.
    5. Continue partnerships with local media.
    6. Continue fundraising programs/sponsorships with local businesses (funds donated to PTC and distributed to individual teachers through the office for classroom use).
2. Resources needed: Volunteer support, PTC, Project Green, Project Luma, district and site funding for campus beautification projects.
3. Person(s) responsible for implementation: Administrators, PTC, Staff, Students, Community Groups.
4. Timeline for implementation: 2023-2024

Physical Environment

Our goal is to continue to maintain a safe and secure physical environment for students and staff of Lake Forest School and enhance the available facilities.

Lake Forest School has a beautiful campus with a great staff and supportive parents who work together to create a positive atmosphere for students. We would like to enhance the safety of the students, staff, visitors and facilities by providing better campus communication, safe facilities and infrastructure, and improved supervision of students. Lake Forest School has in place a number of programs and activities, which are directed towards the physical safety and improvement of facilities:

- Campus Beautification Projects and Improvements
- Garden Beautification
- PTC Fundraising
- Visitor Sign-In
- Volunteer Registration and ID badge program
- Yard Duty program – handbook, vests, training
  - Additional personnel to ensure safety in Kindergarten areas and during indoor recess
- Safety Patrol
- Emergency clipboards, backpacks, and emergency supplies for classrooms

Physical Environment Objectives

Physical Environment Objective #1: Maintain current conditions of student drop-off and pickup in parking lots and street areas around campus.

1. Related activities:
   1. Safety Patrol – fifth grade students will have the opportunity to participate in Safety Patrol.
   2. Peace Patrol- fourth and fifth grade students will be selected for the new conflict management group the Peace Patrol. Peace Patrol will assist students in 1st-3rd grades with disagreements and finding friends at recess.
   3. Teachers will serve on duty teams to provide consistent enforcement of before and after-school drop-off and pick-off areas.
   4. Additional student crossing signs and appropriate materials will be purchased by the site.
   5. A parking lot brochure will be provided to parents at Back to School Night, which displays safe traffic flow patterns.
   6. Reminders will continue to be put into the Lake Forest monthly newsletters and monthly email notifications to families.
   7. Additional reminder signs will be put up to encourage safety first attitudes.
   8. The parking lot lines (safety zones and parking spaces) will get repainted.
2. Resources needed:
   1. Support of District Maintenance Department, Lead Custodian
   2. Safety Patrol training by Teacher Coordinator
   3. Safety vests
   4. Additional hand-held stop signs and cones.
3. Person(s) responsible for implementation: Lead Custodian, Director of Facilities, Administration, Safety Patrol Coordinator, Peace Patrol Coordinator
4. Timeline for implementation: 2023-2024

Physical Environment Objective #2: For all students to have an understanding of playground rules.

1. Related activities:
    1. Teachers and Yard Supervisors will teach technique and rules for playground games
        i. There will be a "Welcome Back" assembly, where the principal and the yard supervisors will go over the general playground and outside rules.
        ii. Teachers will follow-up with lessons in their classrooms based on the PBIS created for the different outside areas.
    2. Game rules will be taught and revisited throughout the year through class sign-ups for specific age-appropriate games.
    3. Specific areas will be designated on the playground for playing games
    4. Training will be conducted for yard supervisors, and each trimester, check-in meetings will be held for sharing concerns and improvement policies
    5. More structured policies on rainy mornings will be developed to reduce safety issues and improve the process for transferring students to classes when school begins.
2. Person(s) responsible for implementation: Administration, Teachers, Yard Supervisors
3. Timeline for implementation: 2023-2024

Physical Environment Objective #3: Staff will continue to enforce and improve lunch policies.

Related activities:

1. All staff, parents and students will be informed about PBIS lunch incentives and safety rules through the school reopening plan and updates.
2. Students will sit by their class in the lunchroom.
3. For lunch procedures on rainy days, Staff will arrive at designated pick-up spots when students are eating indoors.
4. Outdoor lunch tables will be brought outside when weather permits.
5. Yard Supervisors will coordinate to improve efficiency when transitioning from recess to play areas and maintain safety when moving to different areas at lunch time.
6. Students will use the two outdoor water bottle refilling stations to refill their water bottles..

1. Resources needed: Class labels for the tables, Water bottle refilling station.
2. Person(s) responsible for implementation: Administration, Yard Supervisors
3. Timeline for implementation: 2023-2024

Evaluation criteria and timeline: Goals will be evaluated informally throughout the school year and formally at the end of the school year. Evaluation criteria will include staff and parent survey data, as well as anecdotal observations from staff members and parents.

<u>APPENDICES</u>

Rescue Union School District Vision Statement

Rescue Union School District is known and respected for quality education programs and prepares students for the ever- changing challenges of society. Rescue 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.

School Climate

Lake Forest staff and parents work together in creating a positive atmosphere for students in both the learning and social aspects of our school. We are all a TEAM, and it is important that regardless of our role (parent, staff member, student, community member), we are all working together for the best interest of the student. There are many groups and activities in place, which are directed towards helping students learn to interact in a positive manner. Existing opportunities include:

- Student Council (I-SWIM focus on Community Service)
- School Site Council
- Check In/Check Out Program
- Social Skills Classes with our School Counselor
- Buddy Classes
- Jr. Yard Supervisors
- Parent Volunteers
- After School Enrichment programs
- Charity drives
- Safety Patrol
- Peace Patrol
- Character Education
- Trimester Honor Roll & Principal's List (4th -5th)
- After-School Sports (Cross Country, Volleyball, Basketball)
- Garden
- Rotary Student of the Month Award
- Reading Incentive Program through the use of Accelerated Reader
- Monthly Awards (Character, Academics, Reading Goals, Achievement)
- Motivational Speakers

School Climate Objective #2: Interaction between school and families will be encouraged to promote a sense of community.

1. Related activities:
    1. School-wide activities such as Back to School Night, Open House, Book Fair, the Spring Art Show, Family STEM Night, and Family Science Night will be held for parents to participate.
    2. Kindergarten Orientation
    3. Science Fair
    4. School Tours
    5. Art Docent program
    6. Fall Movie Night
    7. Breakfast with Santa
    8. Monthly Award Presentations
    9. Spirit Days
    10. PTC Social Events (including but not limited to): Fall Festival and Makers Faire, Gala/Auction, Family Dance and Glow Bingo Night, and Dine Out Nights.
2. Resources needed: Volunteer support, PTC support, Student Council support, and Clerical support
3. Person(s) responsible for implementation: Administrators, PTC, SSC, Students, and Staff.
4. Timeline for implementation: 2023-2024

Physical Environment

Our goal is to continue to maintain a safe and secure physical environment for students and staff of Lake Forest School and enhance the available facilities.

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- Volunteer Registration and ID badge program
- Yard Duty program – handbook, vests, training
    - Additional personnel to ensure safety in Kindergarten areas and during indoor recess
- Safety Patrol
- Emergency clipboards, backpacks, and emergency supplies for classrooms

Physical Environment Objective #2: For all students to have an understanding of playground rules.

1. Related activities:
    1. Teachers and Yard Supervisors will teach technique and rules for playground games
        i. There will be a "Welcome Back" assembly, where the principal and the yard supervisors will go over the general playground and outside rules.
        ii. Teachers will follow-up with lessons in their classrooms based on the PBIS created for the different outside areas.
    2. Game rules will be taught and revisited throughout the year through class sign-ups for specific age-appropriate games.
    3. Specific areas will be designated on the playground for playing games
    4. Training will be conducted for yard supervisors, and each trimester, check-in meetings will be held for sharing concerns and improvement policies
    5. More structured policies on rainy mornings will be developed to reduce safety issues and improve the process for transferring students to classes when school begins.
2. Person(s) responsible for implementation: Administration, Teachers, Yard Supervisors
3. Timeline for implementation: 2023-2024

Evaluation criteria and timeline: Goals will be evaluated informally throughout the school year and formally at the end of the school year. Evaluation criteria will include staff and parent survey data, as well as anecdotal observations from staff members and parents.

APPENDICES

RESCUE UNION SCHOOL DISTRICT
LAKE FOREST ELEMENTARY SCHOOL
2023-2024 SAFE SCHOOL PLAN

Renee Mallot

Name of School Principal

Renee Mallot

Signature of School Principal

1/24/2024

Date

Name of SSC Chairperson

LAUREL PLEWE

Signature of SSC Chairperson

1/26/2024

Date

1/22/24

RESCUE UNION SCHOOL DISTRICT
LAKEVIEW ELEMENTARY SCHOOL
2023-2024 SAFE SCHOOL PLAN

Planning Committee
Katie Allred
Breanna Funk
Laura Haislip
Scott Harmon
Ben Howard
Erin Koht
Cassie Krupansky
Erin Sargent
Laurisa Stuart
Joel Villanova

Lakeview Elementary School's Mission Statement

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

Lakeview Elementary School's Vision Statement

Lakeview Elementary will provide a learning environment in which students acquire high levels of knowledge, skills, and understanding that will open doors of opportunity and prepare them for thought and action in the wider world. Each student will be known as a person and a learner who will experience the joy and challenge education brings as individuals in a community. Each student will develop the skills, attitudes, and behaviors to become principled, ethical citizens who give and receive support in the process of learning.

Rescue Union School District Vision Statement

Rescue Union School District is known and respected for quality education programs and prepares students for the ever- changing challenges of society. Rescue 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.

School Climate

Our goal is to provide a warm, welcoming, and positive learning environment where all students feel socially and emotionally safe to reach their academic potential and thrive as individuals. We want all students to feel appreciated and supported. We want to provide opportunities for all students to develop strong character traits, leadership skills, and social-emotional resiliency.

Existing opportunities are:

- Lakeview Elementary earned the respected title of California Distinguished School (2018/2019).
- Our students continue to earn high academic achievement on California's SBAC/CAASPP assessments.
- Our PTO is an incredible group of dedicated parents who serve a crucial role in raising funds for our school programs and supplies, while also providing amazing family events and activities.
- Our hard working staff are skilled and excited to offer optimal, rigorous learning opportunities for all students. The majority of our teachers are trained and certified in GLAD (Guided Language Acquisition and Design).
- Our K-3 teachers are trained in and have implemented SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) for all K-3 students. This implementation will further improve our students' strong foundational reading skills.
- We continue to implement Positive Behavioral Interventions and Supports (SOAR).
- Our 1st - 5th grade students receive PE instruction through pull-out sessions from our PE Teachers.
- VAPA (Visual and Performing Arts) instruction is offered to all students. Programs may vary each year (ex. Dance, 4th and 5th grade Music, and Pottery).
- Our 4th and 5th grade IMPACT Leadership group typically maintains over 100 members who learn leadership while serving on school service teams and supporting our community.

School Climate Objectives

School Climate Objective #1: Continue to refine consistency and clarity of school-wide procedures and expectations through the Positive Behaviors Interventions and Supports (PBIS) process.   Improved school culture and higher level of learning will result from Lakeview's PBIS (SOAR) implementation.

1. Related activities:
   a. Continue to implement and update our PBIS (SOAR) staff team. Three teachers, one yard supervisor and the principal will serve on this team. We will attend District sponsored training (summer 2022) where we will collaborate and plan. Input will continue to be gathered from Lakeview staff and parents.
   b. Early Release Collaboration professional development time has been/will be used to gather feedback, inform and train staff on the PBIS process and SOAR.
   c. Lakeview staff and students will review and update SOAR (Solve Problems, Own Good Decisions, Achieve Leadership and Radiate Respect) to represent the expected personal standards at Lakeview.
   d. A school wide quiet signal has been taught and practiced regularly by all staff.
   e. Grade level SOAR assemblies will be held to revisit and train students for SOAR.
   f. Posters and flip books explaining positive expectations for common areas have been created. These areas are *Entering School, Morning Gathering, Quiet Zone and Lines, Lunch Room, Blacktop/Playground/Field, Bathrooms* and *Dismissal*.
   g. Teachers use the SOAR flip book to teach and review expectations for all eight common areas.
   h. Large banners (displaying SOAR expectations for common areas) to upper walls of the MP Room.
   i. SOAR tickets have been created for staff to use when a student is exhibiting SOAR personal standards. A Golden Ticket has been added to give to classes that are exhibiting the SOAR personal standards.
   j. Our SOAR store will be opened monthly offering incentives/prizes in order to reward students for positive behavior, once they earn SOAR tickets.
   k. Our SOAR raffle will occur twice a month during lunch. Students place their SOAR tickets in the raffle for a chance to spin the wheel.
   l. Once every two months, students can use their SOAR tickets to purchase a treat at lunch.
   m. Yard supervisors will meet regularly to refine procedures and report on necessary improvement of common areas. Yard supervisors and support staff will continue to be an important part of the SOAR process.
   n. SOAR postcards have been created and will be used by staff to send home positive messages to students. These postcards will be mailed home from the office.

    o. Sandwich board signs with playground game rules will continue to be posted on the playground (at the beginning of the year and as needed) to offer clear instructions for games.

    p. A Communication Log will be used for yard supervisor daily communication.

2. Resources needed: SOAR Incentives
3. Person(s) responsible for implementation: Principal, PBIS Team, LV Staff, IMPACT
4. Timeline for implementation: Ongoing
5. Budget: Site, Donations, and PTO

School Climate Objective #2: Provide social emotional learning and support for all Lakeview students.

1. Related activities:
    a. Activities described in Objective #1
    b. We have a full time school counselor at Lakeview.
    c. Provide professional development for staff in Social Emotional Learning strategies.
    d. Support staff will be trained in the Zones of Regulation.
    e. Our MTSS (Multi-Tiered Systems of Support) team will meet regularly to discuss student needs and supports.
    f. Our site will use CARE Solace and promote its use for families and staff.
    g. Counseling form and teacher input (initiated by our counselors) will be considered when identifying student SEL/counseling needs.
    h. A site counseling plan, including individual and group support, along with class presentations, will be implemented by our school counselor throughout the school year.
    i. Teachers may choose to deliver SEL lessons.
    j. SEL books will be housed in the library for staff resources/use.
    k. A partnership with our site and the El Dorado County Sheriff's Office's (EDSO) S.C.H.I.E.L.D. Program (Safeguarding Children through Healthy Initiatives, Education, Law Enforcement, and Deterrence), creates positive relationships between students and the School Resource Officers from the EDSO.
    l. Staff will begin piloting an app provided by the El Dorado County of Education called 1-2-3 Wellness.
2. Resources Utilized: SEL tools and resources.
3. Person(s) responsible for implementation: Principal, LV Staff
4. Timeline for implementation: Ongoing
5. Budget: Site, Donations, and PTO

School Climate Objective #3: Provide opportunities for students to learn strong citizenship and leadership skills.

1. Related activities:
   a. Activities described in Objectives 1 & 2
   b. Continue IMPACT (leadership) where all 4th and 5th grade students can join the group to learn leadership skills through providing school, community service. School service teams include Safety Patrol, Kindness Crew, SOAR Squad, Leadership Developers, Librarian/Teacher Aides, Friendship Group (for EDCOE Autism Program), PTO Support.
   c. Resources needed: IMPACT T-Shirts, poster supplies, SOAR incentives, stipends for advisors
2. Person(s) responsible for implementation: Principal, IMPACT, LV Staff
3. Timeline for implementation: Ongoing
4. Budget: Student Government Budget, Site, Donations, PTO

Evaluation criteria and timeline (Objective 1, 2 & 3): SOAR data shall serve as evaluation criteria for Objectives 1 & 2. Academic gains are projected and will be analyzed in summer of 2023 (as demonstrated in RUSD assessments, CAASPP results). We aim for positive, informal student and staff feedback, increased attendance rates and decreased number of referrals to principal for conflicts. CHKS results will indicate an increase in students who feel safe and successful at school. **Evaluation (Objective 3):** Positive feedback from parents, LV staff, students and community organizations will result.

Physical Environment

Our goal is to enhance the physical environment on campus, and provide a safe, clean, secure environment for learning.

Lakeview is a stunning school site. The view of the lake and beauty of the campus make it an awesome environment to learn. Lakeview opened our doors for students in August of 2005. It is the youngest school site in the Rescue Union School District. It features a hillside architecture with two story buildings, a large amphitheater, breezeways, multipurpose room, outdoor/covered dining area, a large field/playground area and multiple parking lots. Providing a physically safe environment for our 550 students is our very first priority.

Existing areas of pride include:

- Beautiful, well-kept facilities with breathtaking views of Folsom Reservoir.
- An amazing mural has been added to our amphitheater, emphasizing our school motto, "SOAR."
- School signs directing all visitors to the office are clearly visible from all three entrances into the school site. Note: Signs are in need of updating.
- All parent volunteers undergo strict screening procedures through RUSD's Human Resources Department.
- All doors lock from inside (Columbine Locks), and windows can be covered from inside with blinds and black-out material, when needed in lockdown.
- Lock-assist
- Staff and students undergo regular emergency drills for fire evacuations, lockdown and duck/cover emergencies.
- Staff continually monitor our school environment for safety.
- The Lakeview garden and orchard continues to be an area of pride and active learning for our students.
- Our Lakeview logo and the California Distinguished School emblem are painted on the exterior walls at the school's entrance, adding to the lovely exterior.
- Eagles SOAR with motivational phrases (Solve Problems, Own Good Decisions, Achieve Leadership, and Radiate Respect) on the large beams in our entrance breezeway. In addition, our office and library doors have been labeled with attractive vinyl.
- Decorative banners were added to our MP Room, to enhance our learning environment.

Physical Environment Objectives

Physical Environment Objective #1: Utilize outdoor areas of the campus as alternative learning areas, whenever possible.

1. Related activities:
   a. Continue using the garden area for increasing student engagement at school. Add small murals to the garden for beautification. Provide opportunities for students to visit the garden during recess.
   b. Resources needed: Lesson plans and materials for teaching various curriculums in the garden. Garden maintenance supplies and tools.
   c. Purchased outdoor learning supplies and resources (bleacher foam seats, dry erase clipboards, classroom outdoor blankets, camping tables and chairs, etc.)
   d. Work to beautify the amphitheater for outdoor learning. Mural project now completed.
2. Person(s) responsible for implementation: Principal, Garden Coordinator, LV Staff
3. Timeline for implementation: Ongoing
4. Budget: Site, Donations, PTO

Evaluation criteria and timeline: Increased number of classes engaging in outdoor learning.

Physical Environment Objective #2: Maintain vigilant supervision at arrival and dismissal times. Review with volunteers and parents the process for "visitors on campus" through newsletters and emails. Increase the safety of students when high traffic is occuring.

Related activities:

   a. Maintain staff supervision during morning drop-off and at parent pick up in the afternoon.
   b. All staff will redirect classroom volunteers to the office if no visitor badge is visible.
   c. Parents who have obtained a clearance through HR will wear large, easy-to-see visitor badges.
   d. Continuously improve drop-off and pick-up procedures. Model and encourage students to follow procedures (through use of SOAR lessons, videos, flip books, and posters).
   e. District-wide safety measures and preventatives steps include: License Plate Reader Pilot, installation of security cameras, fixed panic buttons, phone panic buttons, bus rider tracking software, Internet Security HUB, cybersecurity,

Threat Assessment Training, We TIP, staff handheld Walkie-Talkies, door lock enhancements, classroom phones, emergency intercoms, window blinds, door window blackouts, first aid kits, lockdown buckets, and the Catapult Emergency System.

1. Resources Utilized: Staffing, radios, megaphones, cones, safety materials
2. Person(s) responsible for implementation: Principal, LV Staff
3. Timeline for implementation: Ongoing
4. Budget: Site, Donations

Physical Environment Objective #3: To provide optimal safety of students and staff through ongoing analysis of safety.

Related activities:

a. Discuss safety and solicit input from our parent community through SSC, PTO, etc.
b. Continue use of substitute teacher folders to be provided to substitutes at check-in.
c. Continue use of emergency backpacks in every room on site. Backpacks have been restocked each year. They will include basic first aid supplies, student lists with parent contact information, small bottles of water, etc.
d. "Lock-assist" magnets on all doors.
e. Lockdown buckets and emergency flashlights in each classroom.
f. Generators to provide power to the phones during a power outage.
g. Discuss and analyze drop-off/pick-up procedures (with the goal of continuous improvement).
h. Update signage at school entry points.

1. Resources needed: Emergency supplies for backpacks; new signage
2. Person(s) responsible for implementation: Principal, LV Staff
3. Timeline for implementation: Ongoing
4. Budget: Site, Donations

Evaluation criteria and timeline: 2023-2024; Ongoing

APPENDICES

Plan Approvals

Principal: Laurisa Stuart

Signature: _____ Date: 11/28/23

School Site Council Chair: Ben Howard

Signature: _____ Date: 11/28/2023

Superintendent: Jim Shoemake

Signature: _____ Date: 1/27/24

3

RESCUE UNION SCHOOL DISTRICT
MARINA VILLAGE MIDDLE SCHOOL
2023-2024 SAFE SCHOOL PLAN

Planning Committee Members
Levi Cambridge, Principal
Samantha Schlesinger, Assistant Principal
Chris Morgan, Teacher
Jamie Olson, Teacher
Leah Teddington, Counselor
Stephen Minto, Parent
Joy Lynch, Parent
Jona Bybee, Student
Nikhil Sirur, Student

Marina Village Middle School's 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 cooperation, support, and involvement among school, parents, and community.

Marina Village Middle School's Vision

Motivation helps you achieve your personal best.

Academic challenges promote success and life-long learning.

Responsibility and respect for all create a safe environment.

Involvement of students, staff, and parents leads to effective teamwork.

Nurturing and developing creativity make school more enjoyable.

Awareness of individual differences promotes acceptance.

Rescue Union School District Vision Statement

Rescue Union School District is known and respected for quality education programs and prepares students for the ever- changing challenges of society. Rescue 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.

School Climate

Our goal is to increase a sense of community on and around the Marina Village campus and improve school pride and ownership among staff, students, families, and community partners.

Marina Village staff, students, and parents work in partnership to create a positive atmosphere for students in both academic and social contexts at school. There are myriad resources, programs, and activities in place, which are directed towards supporting students and families in learning to interact in a positive and respectful manner. Existing opportunities are:

- After School Enrichment Programs
- After school Library Study Hall/Tutorials
- Athletic Teams
- Back to School Night
- Band Concerts
- Battle of the Books
- Conflict manager training/development
- End of the year Reward/Celebration Activities
- Hands 4 Hope
- Honor Roll & Principal's Honor Roll
- Leadership Elective
- Math Club
- Merit Reward Assemblies
- Merit Recovery Program
- Music Boosters
- Mustang of the Week
- Mustang Pride Award
- Positive Jupiter comments
- New Student/Family Orientation
- Ohana Climate Committee (OCC)
- Positive Behavioral Interventions & Supports (PBIS)
- Project Green Outdoor Education (Garden Club)
- PTC School Activities
- School Counseling Program
- School Site Council
- Staff Recognition (By Student Council, PTC & OCC)
- Student Council
- Student Recognition Assemblies
- Talent Show and Film Funstival
- Where Everybody Belongs (WEB)
- PBIS Reward Tokens
- SIT – Student Intervention Team
- Tier 2 intervention training for staff
- Yard Supervisor Student Recognition Efforts

School Climate Objectives

School Climate Objective #1: Behavior standards will be defined to improve school spirit and develop positive peer pressure.

1. Related activities:
   a. Clear and positive academic and behavior expectations will be communicated to students and parents via meetings, assemblies, classroom visits, handbooks, website, newsletters, and posters
   b. Teachers will revise and implement consistent classroom and academic expectation policies across grade levels to provide students with a sense of comfort and understanding about their role in areas such as classroom behavior, make-up work, test retakes, late assignments, etc.
   c. A school-wide behavior assembly and/or classroom visitation at each grade level will be held for all students during each trimester.
   d. Teachers will continue to provide classroom support for managing interpersonal issues
   e. Students will be recognized by staff members for displaying positive citizenship (Student of the Trimester, Mustang of the Week, Tokens)
   f. Parents will receive Jupiter alert emails recognizing their child for being positive contributors to the school community
   g. Student Recognition Assemblies will be held by grade level three times per year and will include all students so that honorees are recognized in front of their peers
   h. Academic achievement will be recognized each trimester through the Honor Roll program
   i. Academic Intervention will be held after school on Tuesdays and Thursdays
   j. Administration to take two 8th grade students, each with two friends, to pizza lunch one Friday periodically and talk about their Marina experience
   k. Planners containing handbook provided to all students
   l. Character Strong program
   m. Motivational guest speaker Donovan Tolbert
2. Resources needed:
   a. Funds for recognition materials: Certificates, pins, tokens, planners
   b. Funds for incentives (School spirit items, assemblies, etc.)
3. Person(s) responsible for implementation:
   a. Administration, Counselors, staff, Student Council
4. Evaluation:
   a. Jupiter referrals, Healthy Kids Survey, Trimester report card grades, Jupiter alerts both positive and discipline
5. Timeline for implementation: 2023-2024 (ongoing)
6. Budget: PTC, donations, OCC, district, Leadership

School Climate Objective #2: Improve on-campus supervision and student behavior

1. Related activities:

    a. Teachers play PBIS video and do lesson for assigned matrix section on first week

    b. Reinforce assembly behavior expectations and work with staff to improve supervision of students during assemblies and other special programs

    c. Provide library accessibility for students during lunch

    d. Provide intermural supplies (board games, balls, field equipment) for lunchtime activities

    e. Expand and distribute a list of substitutes for lunch supervisors

    f. Provide ongoing training and professional duties handbook for lunch supervisors

    g. Monitor lunch line and use of delineators for organization

    h. Make ongoing use of 2 points of sale in kitchen to improve efficiency of service

    i. Develop an intramural program for lunchtime activities. (OCC, Leadership, Friendship Coordinators, Project Green)

    j. Publish school rules

    k. Hold assembly to review lunch behavior expectations with each grade level

    l. Conflict manager program will provide training and support

    m. Staff will wear identification badges

    n. Visitor/Volunteer will wear identification badges

    o. Posters hung around campus for PBIS matrix sections

2. Resources needed:

    a. Advertisements/job postings for substitutes

    b. Supervisors handbook and materials

    c. Whistles, clipboards, Discipline referrals, delineators, posters, planners

    d. Refill fanny packs with first aid supplies for Yard Supervisors

3. Personnel responsible for implementation: Administration; Lunch Supervisors; District Food Service

4. Evaluation: Health office log, Jupiter referrals, Healthy Kids Survey

5. Timeline for implementation: 2023-2024 (ongoing)

6. Budget: PTC, district, donations

School Climate Objective #3: Marina Village will focus on Social Emotional Learning and Trauma Informed Practice.

1. Related activities:

    a. Dropbox for kids. 3 forms. Can we talk, peer conflict resolution, Say something

    b. Counselor to create presentation on being kind to peers –interns/others facilitate

    c. Additional counselor providing services provided by Summitview on Mondays

    d. Exploring the possibility of a Wellness Center on campus

    e. The national suicide hotline number is printed on the back of students' ID cards

    f. Utilize Care Solace as concierge to connect families with mental health providers

    g. Students can call or text the WeTip hotline anonymously to report a concern

    h. Wellness Fair Day on Dec 21 with each teacher providing a relaxation strategy

    i. Upstander boxes in history classes and "Can we Talk" slips in the office

    j. Grade level monthly lunch chats. 5 minutes with the principal to address needs

    k. Teacher's compete SEL inventory

    l. All staff reviews and participates in Trauma Informed Practice

    m. Principal and Assistant Principal attend additional professional development

    n. Teacher collaboration
    o. Groups – counseling
    p. Behavior presentation by AP that challenges students to monitor their behavior
    q. Where Everyone Belongs (WEB) program for incoming 6th graders/new students
    r. School counseling support
    s. Spirit Fridays (coordinated by Student Leadership)
    t. Leadership elective class
    u. Student Council

2. Resources needed: Volunteer support, funds for W.E.B. training.
3. Person(s) responsible for implementation: Principal, Assistant Principal, Counselor, and Leadership Teacher
4. Evaluation:
    a. Student participation
    b. Student surveys
    c. Staff surveys
    d. Pre/Post project surveys
5. Timeline for implementation: 2023-2024 (ongoing)
6. Budget: WEB funds, district funds, leadership

Evaluation criteria and timeline: There will be a continued reduction in discipline incidents as measured by fewer referrals to the office, fewer teacher assigned detentions, and fewer suspensions. Assess number of, and outcome of, suicide screenings done by counselor. The number of children recognized for positive behavior will increase. Data will continue to be evaluated each trimester and annually.

Physical Environment

Our goal is to maintain a safe physical environment for students and staff of Marina Village Middle School and enhance the available facilities.

Marina Village School has in place a number of programs and activities, which are directed towards the physical safety, and improvement of facilities. Existing areas of pride include:

- Eagle/Girl Scout and community projects for campus beautification
- Office Bulletin Boards
- Parent Teacher Council (PTC)
- PTC fund raising achievements
- School counseling program
- School Safety committee
- Staff/visitor ID badges worn
- Student Council
- Visitor/Volunteer registration and ID badge program
- Wheelchair ramps
- Yard Duty program – handbook, staff shirts, radios, training
- Digital Sign at the entrance of the school
- Additional seating - Outdoor education environment
- Bright lighting in main office quad and hallways
- Maintain metal rivets to stop skateboard destruction of cement
- Additional hand sanitizer in the office, kitchen and every classroom
- Smaller class size
- Install security cameras (26) +6 more
- Install license plate reader (pilot program)
- Magnet strips for door locks
- Delineators for lunch line
- Walkie talkies – district wide
- Bus rider tracking
- Threat assessment training – all staff
- Act of violence training – all staff
- Emergency evacuation folders
- Stop the bleed training/tourniquets in emergency kits
- New emergency medical kits

Physical Environment Objectives

Physical Environment Objective #1: Campus upgrade of facilities and equipment

1. Related activities
   a. 40 new chairs for MPR annually
   b. Additional bike rack
   c. Upgrade garden area – additional growing space
   d. Additional table seating for staff and garden
   e. Maintain metal skateboard deterrents on bottom step in office quad
   f. Rebuild and paint exterior walls of rooms 11 and 16 due to rot
   g. Eventual repair of MPR roof and window coverings

2. Resources needed:
   a. Funds for new equipment
   b. Maintenance department completion of work orders
3. Personnel responsible for implementation:
   a. Administration
   b. District Maintenance
   Evaluation
   c. Evaluate & establish a list of recommended changes to ensure they are functional and meeting the needs of the school
4. Timeline for implementation: 2023-2024 (ongoing)
5. Budget: District earmarked funds, donations, PTC

Physical Environment Objective #2: Establish and maintain processes for emergency situations

1. Related activities
   a. Conduct emergency drill trainings (Catapult – silent and student participation)
   b. Safety day – evacuation drill, earthquake drill, intruder drill, bus evacuation drill
   c. Hire two crossing guards
   d. Maintain 26 and install 6 new security cameras
   e. License plate reader pilot program
2. Resources needed
   a. Staff education of Catapult system
   b. Schedule safety day drills
   c. Cameras
3. Personnel responsible for implementation:
   a. Administration
   b. District Maintenance
   c. District Human Resources
4. Evaluation
   a. Evaluate & establish a list of recommended changes to ensure they are functional and meeting the needs of the school

    b. Report on any new traffic and/or pedestrian issues encountered

    c. Catapult log ins for staff and students

Physical Environment Objective #3: To increase the understanding of substance abuse and internet safety, and its consequences.

1. Related activities:
   a. Internet safety online modules and presentations
   b. Present videos on vaping and substance abuse
   c. Presentations on bullying by counselor
   d. Engage in classroom activities with teachers and counselor
   e. Peer to Peer in class lessons
   f. Prevention Awareness Campaigns – emphasis on promoting healthy choices regarding substance abuse
      i. Red Ribbon Week - weeklong substance abuse awareness program
      ii. Start with Hello Week – weeklong kindness promotion program
      iii. World Kindness Day
      iv. Say Something Week
      v. Take down Tobacco Week
      vi. Be Kind Online Day
      vii. No One Eats Alone Day
   g. Lunchtime activities to promote healthy choices
2. Resources needed:
   a. Videos
   b. Lesson Plans
   c. Red Ribbon Week giveaways and prizes
3. Person(s) responsible for implementation:
   a. Counselor
   b. OCC Advisor
   c. Teachers
   d. Assistant Principal
4. Evaluate:
   a. Data collected at the end of the school year
   b. Participation of students in anti-substance abuse program
   c. Healthy Kids survey
   d. Discipline records
5. Timeline for implementation: 2023-2024 (ongoing/Emphasis in October)
6. Budget: OCC, school funds

Levi Cambridge
Name of School Principal

Signature of School Principal

12/18/23
Date

Jona Bybee
Name of SSC Chairperson

Signature of SSC Chairperson

12/18/23
Date

1/22/24

RESCUE UNION SCHOOL DISTRICT
PLEASANT GROVE MIDDLE SCHOOL
2023-2024 SAFE SCHOOL PLAN

Planning Committee Members

Vera Rue Morris, Principal
Molly Griffin, Assistant Principal
Cindy Buenrostro, School Secretary
Rachel Ford, Student Service Secretary
Lauren Todoroff, Counselor
Dylan Gustafson, Lead Custodian
Natalie Hadden, Librarian
Brandon Kane, Teacher

Pleasant Grove Middle School's Mission Statement

Pleasant Grove Middle School, a California Distinguished School, will provide every student with a high standard of academic learning combined with personal and social development in a collaborative, healthy, inclusive, and positive environment. As an AVID (Advancement via Individual Determination) school, Pleasant Grove supports AVID's mission "to close the achievement gap by preparing all students for college and career readiness and success in a global society."

A Pleasant Grove PUMA is:

Positive
Responsible
Inquisitive
Diligent
Enthusiastic

Pleasant Grove Middle School's Vision Statement

Pleasant Grove has established a reputation for academic excellence and community pride. The staff maintains high expectations for quality work from students. Parents are seen as an integral part in the education of their students. Each student can expect to be treated fairly, to work and play in a safe environment, to be challenged, and to be properly instructed and evaluated by caring teachers. Pleasant Grove staff recognizes that positive behavior and appropriate activities will stimulate a healthy, productive school climate. Regular attendance is expected, which enables students to develop positive and responsible lifelong work habits. Pleasant Grove has several programs to promote a positive climate and help students feel more connected to the school and their community.

Rescue Union School District Vision Statement

Rescue Union School District is known and respected for quality education programs and prepares students for the ever- changing challenges of society. Rescue 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.

School Climate

Our goal is to increase the students' sense of belonging at Pleasant Grove and improve campus connectedness.

Pleasant Grove Middle School has a beautiful campus with great staff and supportive parents who work together to create a positive atmosphere for students. There are many opportunities in place for positive student interactions. Additional steps should be taken to enhance the atmosphere and develop campus pride.

Existing opportunities are:
- School Site Council
- Student of the Trimester Awards
- Honor Roll
- Parent/Student Handbook (in planners and online)
- WEB (Where Everybody Belongs)
- Back to School Night
- Operation School Bell
- Morning Bulletin Message
- Puma Pride Awards
- Comprehensive Athletic Program
- Merit Recovery Program
- Merit Awards
- Cyber Safety Presentations Students
- Lunch Tutorial Offerings
- Intervention Aides in classrooms for Student Support
- Student Assemblies
- Jazz Band
- Lunch time access to Wellness Center
- Positive School Culture and Climate Committee
- AVID Electives
- AVID Committee
- Learning Support Team
- AVID School Wide Organization System & Binder Check Support
- Student Facilitated and Driven Lunch Clubs
- Red Ribbon Week Activities
- Teaching Family Life program
- Spirit weeks
- Study Halls/Curriculum Support for both General Education & SPED Students
- Free Daily lunch and breakfast delivery for ALL students
- Leadership Led Updates
- Leadership Led Spirit Participation Incentives

- Monthly parent newsletter
- Text message communications for parents with emails
- Access to a Mental Health Clinician 4 days per week in partnership with Summit View

School Climate Objectives

School Climate Objective #1: Staff will participate in activities regarding student achievement and social development.

1. Related activities:
   1. Professional development/collaboration days will be offered to provide time for District and Site articulation and training in areas of AVID strategies, academics, social emotional learning, PBIS. This year, the focus will be in conjunction with the book *Visible Learning for Teachers* by John Hattie
   2. Professional development days will focus on departments selecting an area or AVID strategy to focus on and targeting a class or students with that strategy while studying the work of John Hattie, & Send PE Teachers to conferences to support inclusion Best Practices.
   3. The school counselor will run meetings with individual students and conduct whole class presentations.
   4. Continue work with the Positive School Culture and Climate Committee meeting once per month to develop ongoing culture building events and activities for both students and staff. This year, the committee will launch Clash of the Classes, a competition of positive behavior between 6th, 7th, and 8th grade.
2. Resources needed:
   1. Staff Development meeting time
   2. Classroom space to run counseling groups
   3. Funds for professional development opportunities
3. Person(s) responsible for implementation:
   1. Administration
   2. Counselor
   3. All Staff: Implementation
4. Timeline for implementation:2023-2024: Ongoing

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5. Budget: Budget will vary depending on the district level approval of professional growth for teachers as well as funds needed for teachers PDSA cycles. Please note, Clash of the Classes funds are mentioned below in school objective #3.

   Evaluation criteria and timeline: Administration to evaluate the effectiveness and impact on student safety, success, positive behavior intervention programs and staff training throughout the 2023-2024 school year.

School Climate Objective #2: Reduce the number of discipline issues
   1. Related activities:
      1. Pursue effective positive school climate programs and initiatives.
      2. Research Positive School Climate Professional Development opportunities for staff to attend. Professional development may focus on things such as positive student behavior and strategies for increasing positive behavior.
   2. Resources Needed: Training for staff by SRO on safety, training for staff by PBIS Team, PBIS Team training, Staff meeting time dedicated to developing and expanding PBIS resources, professional growth workshops (PBIS Conference), Student Leadership Conference to Possibly replace WEB.
   3. Person(s) responsible for implementation:
      1. Administration/School Counselor: All components
      2. School Safety Committee: Policy development and training of staff
      3. All Staff: Implementation
      4. PBIS Team: Training Staff
      5. SRO to support in training surrounding anti-tobacco use
   4. Timeline for implementation: 2023-2024: Ongoing
   5. Budget: $10,000 of site funds/Educator Effectiveness Funds allotted to the site. See School Site Plan for specifics on budgeting.

   Evaluation criteria and timeline: The school administration meets weekly to review discipline issues and create plans for intervention and support. Implementation will be on-going through the year and reviewed in June. Additionally, the Learning Support Team meets bimonthly to review high risk student data, assign case managers, and offer onsite and offsite support to students, teachers, and families. See below for more details.

School Climate Objective #3: Continue to strengthen the development and effectiveness of the Learning Support Team (LST) to assist with the growing needs of Tier 1, 2, & 3 supports and collaboration with Summetview Counseling Services. Therefore, this is still an area of needed focus.

1. Related activities:
   1. Have a full time counselor and a psychologist sit as members of the Learning Support Team.
   2. Bi-monthly meetings to discuss Tiered supports and programs for targeted students
   3. Create effective intervention groups for both academics and social emotional needs of students using data to drive group formation & evaluate effectiveness of each group. Additionally, we have added new teachers teaching intervention adding in new sections of intervention for general education students
   4. Incorporate Mental Health Clinician from SummitView into LST meetings & students referral support system.
   5. Invite new MTSS District Support personnel to all meetings as well as district behaviorist.
   6. Send meeting notes to all teachers bi-monthly and reschedule all meetings to align with teacher collaboration days so they can better set aside time to read the notes.
2. Resources needed: Funding for student incentives.
3. Person(s) responsible for implementation:
   1. Timeline for beginning Bimonthly meetings- second week of August.
   2. September 2023 Remind staff of the referral process
   3. Schedule bi-monthly meetings for the remainder of the school year
4. Budget: $1500 for student incentives for check in/outs, Puma Pride Tickets, the Student Store, and academic rewards.

Evaluation criteria and timeline: LST will evaluate the success and effectiveness of all supports per individual student. Criteria may vary from Check in/out data, decrease in referrals, teacher anecdotal data, etc.

Physical Environment

Our goal is to enhance the physical environment on campus, and provide a safe, clean, and secure environment for learning.

Pleasant Grove Middle School has in place a number of programs and activities, which are directed towards the physical safety and improvement of facilities. Existing areas of pride include:

- Marquee Announcements

- Eagle Scout and community projects for campus beautification

- Office Bulletin Boards

- Parent Teacher Organization (PTO)

- School Counseling Program

- Wellness Center

- Champions Club with Proposition 64

- School Safety Committee

- Student Council/Leadership

- On site yard supervisors

- School Website

- Daily Bulletin

- Parent Link Correspondence

- Greenhouse/garden coordinator

- Repainting parking lot

- Communications to parents with parking lot safety procedures

Physical Environment Objectives

Physical Environment Objective #1: Improve on-campus supervision of students.
1. Related activities:
    1. Expand the substitute list for yard supervisors
    2. Provide training for yard supervisors and options for them to be part of de-escalation trainings at the district and site levels
    3. Provide monthly PD meetings with yard supervisors with agendas for them to contribute to
    4. Review and update the handbook for yard supervisors

5. Educate students and staff on expected behaviors through Best Practice PBIS Lessons as well as two school wide rules presentations given in the beginning of the school year and mid year.
6. Virtual and oral PBIS lessons on procedures and rules campus wide
7. School dances & events to support inclusivity
8. Updated communication system with new walkie talkies for all staff
9. Clash of the Classes school wide competition between grade levels incorporating earning points for keeping zones clean and following school rules

2. Resources needed: Training schedule, yard duty supervisor meetings, and assembly agendas/ and virtual videos sent out, Lunch area policy, and lesson plans for classroom and assemblies.
3. Person(s) responsible for implementation:
   1. Administration: All components
   2. Counselor: Classroom Guidance Lessons
   3. Teachers: Behavior mini-lesson delivery on consistent classroom expectations and adherence to school rules.
   4. Yard Duty Supervisors: Lunchtime Supervision
   5. Leadership, AVID Classes, and Positive School Culture and Climate Committee Support to create Clash of the Classes competition and tracking, staff meeting time to create and update PBIS lessons & virtual lessons
4. Timeline for implementation: 2023-2024: Ongoing
5. Budget: $1200 all done during working hours; however, funds needed to support Clash of the Classes awards for grade levels. Budget for new walkie talkies is at the district level.

Evaluation criteria and timeline: The school Safety Committee and Positive School Culture and Climate Committee will assess the progress of this program throughout the year and make recommendations for improvement (January meeting). At that time, it will be determined if the team should meet again in May to assess and begin to plan for the coming year. Additionally, both beginning of the year and end of the year school-wide student surveys will be administered to gather input and feedback.

Plan Approvals

Principal: Vera Morris

Signature: _[signature]_   Date: 1·11·24

Superintendent: Jim Shoemake

Signature: _[signature]_   Date: 1/27/24

Site Council Representative:

Signature: _[signature]_   Date: 1/29/24

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RESCUE UNION SCHOOL DISTRICT
RESCUE ELEMENTARY SCHOOL
2023-2024 SAFE SCHOOL PLAN

Planning Committee Members

Todd McGinnis, Principal
Tami Best, Teacher
Victoria Kinney, Librarian
Kylie Owen, Teacher
Oliver
Reynlib

Rescue Elementary School's Mission Statement

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.

Rescue Elementary School's Vision Statement

Our vision is to provide a safe environment in which all people learn and receive respect, value, and support. Every student will receive a quality education in partnership with families and the community to be successful meeting challenging and comprehensive standards.

Rescue Elementary School's Safety Mission Statement

In a spirit of teamwork, cooperation and mutual respect, Rescue School will strive to provide a safe, friendly school environment.

Rescue Union School District Vision Statement

Rescue Union School District is known and respected for quality education programs and prepares students for the ever- changing challenges of society. Rescue 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.

School Climate

Our goal is to support the emotional and social development of our students through positive recognition and instruction programs.

We are proud of the warm, welcoming, and positive atmosphere the Rescue community has worked to create and has come to expect. Our desire is to continue to provide non-competitive activities and games at recess. In addition, there is an ongoing need to continue to develop problem solving/problem resolution skills with activities designed to teach and model character. The list below consists of existing opportunities that are a big part of the Rescue Elementary School Climate.

- Monthly Student Council meetings
- Weekly Principal morning announcements
- Implementation of the School-wide Positive Behavior Intervention Support (PBIS) program.
- Weekly Greatness Groups with the school counselor focusing on social emotional learning
- Check-in, Check-out program with Yard Supervisors
- Spirit activities
- After school sports activities
- Monthly assemblies that recognize students for academic and social achievement
- Monthly Character Counts instruction and recognition
- Red Ribbon Week program focusing on students learning refusal skills
- Issuance of "Raider Awards" to students to celebrate good choices
- Teaching Digital Citizenship to students
- Implementation of Love and Logic strategies within classrooms and other settings
- Providing professional development on social emotional learning for staff
- Teaching of Family Life program for 4th grade girls, and 5th grade students

School Climate Objectives

School Climate Objective #1: During the 2023-2024 school year, staff will participate in activities regarding student achievement and social development.

1. **Related activities:**
   a. Professional Development/Collaboration days will be offered to provide time for District and Site articulation and training in areas of student achievement and social emotional learning and restorative practices including PBIS strategies.
   b. School will continue to develop their website that will include webpages for all teachers and other department info for the community.
   c. Yard Supervisors are participating in "Check-in, Check-out" relationships with students during recesses. Monthly meetings will be held to discuss how this process is going.
   d. School Counselor will run meetings with students individually, in groups, and do whole class presentations.
   e. Teachers will utilize Love and Logic strategies within their classrooms to promote student responsibility and good choices.
   f. GLAD planning time will be offered to all teachers grades K-5.
   g. "Comfort Corners" or "Reset Stations" will be implemented in all classrooms (K-5) providing a place for students to reset or regulate their behavior and focus.
   h. Staff will have opportunities to participate in social events sponsored by the site and PTC.

2. **Resources needed:**
   a. Staff Development meeting time
   b. Staff volunteers for social events
   c. Funds for professional development opportunities

3. **Persons responsible:**
   a. Principal
   b. Counselor
   c. Staff
   d. Yard Supervisors
   e. PTC Volunteers

4. **Timeline:** 2023-2024 School Year

5. **Evaluation criteria:**
   a. Log of team meeting dates
   b. Collection of team meeting minutes
   c. Event attendance records
   d. Discipline records
   e. PTC minutes/Treasurer reports
   f. Surveys

School Climate Objective #2: 100% of teachers will collaborate over assessments, teaching units and other student data.

1. **Related activities:**
   a. Meetings with teachers to make sure standards and curriculum are being taught.
   b. Teachers will meet and collaborate as a grade level across the District and together as a site.
   c. Focus on developing enrichment for students that need to be challenged.
   d. Teachers will meet to create and evaluate Distance Learning instruction and activities/assignments.
   e. Teachers will be given planning time to focus on their GLAD units and lessons.
   f. Teachers will analyze their formative and summative assessment data and apply the analysis to the planning of their instruction and pacing.
   g. Teachers will identify students that would benefit in participating in a "Greatness Group" to providing social emotional skills.

2. **Resources needed:**
   a. Collaboration Days
   b. Assessment Days

3. **Persons responsible:** Principal and teachers

4. **Timeline:** 2023-2024 School Year

5. **Evaluation criteria:**
   a. Staff calendars
   b. Staff bulletins
   c. Minutes from staff collaboration sessions
   d. Team Meeting agendas
   e. School Culture and Climate Committee minutes

School Climate Objective #3: 100% of the students performing below standards on progress reports and/or report cards will be offered the opportunity to attend school tutoring and/or receive intervention during the school day.

1. **Related activities:**
   a. Title I Paraeducators will be available to work with students on Language Arts and Math skills.
   b. Title I Paraeducators will be hired to work with leveled reading groups in 1st – 3rd grade during the school day on Monday, Tuesday, Thursdays.
   c. Title I Paraeducators will be hired to work with Kindergarten students and support them in Reading and Math interventions.
   d. Student Study Team meetings will be held as needed to develop a plan of intervention that addresses student achievement concerns.
   e. The Learning Center will work with students supporting them in reading, writing, and mathematics interventions.
   f. Individual Learning Plans will be created for students who are performing below grade level providing a plan of assistance to support them.

2. **Resources needed**
   a. Money to pay for staff
   b. Facilities to hold SST meetings

3. **Persons responsible**
   a. Principal
   b. Counselor
   c. Teachers
   d. Secretary
   e. Paraeducators (Tutors)

4. **Timeline:** 2023-2024 School Year

5. **Evaluation criteria:**
   a. Data collected at the end of each progress report and report card period to see if intervention support improved at risk student's grades.
   b. Teacher's observations about quality of student's work assignments turned in, test scores and the overall success of the tutoring program, grade level coordination and intervention.
   c. SST documentation and monitoring of intervention strategies.

Physical Environment

Our goal is to foster our safe, positive learning environment by increasing connections between/among/within students, staff, and community and the physical facility. Below is a list of existing areas of pride for our school:

- School policies provided in the Parent-Student Handbook
- Reminders of school policies are presented in monthly newsletters and emails blasts
- Office staff trained to assist visitors with volunteer procedures
- Visual stickers and badges make it easy for staff to identify volunteers on campus
- Annual training in safety procedures is provided to staff
- Emergency clipboards and backpacks for classrooms
- Yard Supervisors meetings and trainings regarding facilities use and status
- Provide Chromebooks for students in grades 1 – 5.
- Makerspace STEM lab
- Various PTC physical improvement projects

Physical Environment Objectives

Physical Environment Objective #1: All visitors would follow the visitor log-in procedure. Staff will wear school badges. School will engage in emergency drills for preparation. School will provide supervision for before and after school drop off/pick up.

1. **Related activities:**
   a. Student-Parent Handbook and parent bulletins will address the visitor sign-in and visitor badge procedure.
   b. Signs will be designed and posted to remind visitors to sign-in at the office.
   c. Yard duty and substitutes will wear badges to identify themselves.
   d. All staff will be trained to direct non-identified visitors off campus and contact the office.
   e. All staff will have similar Rescue badges.
      School will conduct monthly emergency drills to practice emergency situational protocols.
   f. Staff members will be assigned to monitor student drop off/pick up in the car line parking lot.
   g. Staff members will be assigned to supervise students on the playground before school beginning at 8:40am.
   h. Staff members will be assigned to monitor students that ride the bus.

2. **Resources needed:**
   a. Maintained signs
   b. Parent bulletin notices
   c. Log-in binders and visitors badges
   d. Emergency materials (Backpacks) for each classroom/building

3. **Persons responsible:**
   a. Principal
   b. Staff
   c. Lead Custodian
   d. Secretary

4. **Timeline:** 2023-2024 School Year

5. **Evaluation criteria:**
   a. Number of visitor log-ins and number of times yard duty staff called office with "stranger on campus" alert.

b. Monitor drill efficiency and staff debrief.
c. Community survey data.
d. Parent bulletin and Parent-Student Handbook is provided in August. Reminders dispersed after each break or when needed.

Physical Environment Objective #2: All students will have an understanding of playground rules and will use equipment and facilities safely.

1. **Related Activities:**
   a. Teachers and staff will review the rules for facility and playground/equipment use. Lessons will be taught throughout the year on proper behavior and use as defined in the School Behavior Expectations Matrix.
   b. Specific areas will be designated on the playground for playing games.
   c. Training will be provided for yard supervisors and monthly meetings will be held to discuss concerns and updates regarding student safety.
   d. Inclement weather schedule will be created to provide alternate activities and locations for students.
   e. Supervision will be provided before, during, and after school to ensure student safety.
   f. Positive Behavior Intervention Support (PBIS) training will be provided to staff and procedures implemented to insure students are following behavior expectations.
   g. The Rescue PBIS Handbook will be created to provide materials that illustrate behavior expectations in all Rescue learning environments, lessons to teach proper behavior, awards and incentives, and the behavior flow chart to assist in correcting student behavior.
   h. Raider Awards will be presented to students that follow behavior expectations.
   i. Student Cohorts will be separated to ensure proper social distancing during activities.
   j. Proper sanitation of playground equipment will be done daily in accordance with Health and Safety protocols.

2. **Resources Needed:**
   a. Playground equipment
   b. Funds for monthly meetings
   c. PBIS Materials (i.e. Clipboards, Raider Awards, Incentives, PBIS Video, etc.)

3. **Persons Responsible:**
   a. Principal

10

b. Teachers
c. Yard Supervisors
d. Office Staff
e. Health Office Nurse

4. **Timeline:** 2023-2024 School Year

5. **Evaluation Criteria:**
   a. PBIS logs (Awards, Stop and Think Slips, Missed Recess Tickets, Referrals)
   b. Health Office data
   c. Monthly meeting data
   d. Staff survey data

Physical Environment Objective #3: The entire school population will be informed of any theft, school damage, graffiti and/or vandalism.

1. **Related activities**:
   a. Communication will occur after each graffiti incident.
   b. Law enforcement will be notified and pictures will be taken when graffiti occurs.
   c. Graffiti will be removed immediately.

2. **Resources needed**:
   a. School and parent bulletins
   b. Graffiti removers: sand blaster, graffiti cleaner, and paint.
   c. Budgetary resources to offer rewards for information relating to the graffiti incidents (We Tip).

3. **Persons responsible**:
   a. Principal
   b. Lead Custodian
   c. Assistant Superintendent of Business Services
   d. Secretary

4. **Timeline**: 2023-2024 School Year

5. **Evaluation criteria and timeline:**
   a. Logs of graffiti incidents accompanied by records of removals.

Physical Environment Objective #4: Provide a safe learning environment for all students and staff.

1. **Related activities**:
   a. Playground structure repaired.
   b. Class numbers painted to designated line up areas for classes.
   c. Replace classroom blinds as needed.
   d. Work orders written to Facilities if repairs need to be made.
   e. Facilities are monitored dailey and repaired when damage is observed.

2. **Resources needed**: District and Site Funds

3. **Persons Responsible**:
   a. Principal
   b. Assistant Superintendent of Business Services
   c. Facilities Director
   d. Lead Custodian

4. **Timeline**: 2023-2024 School Year

5. **Evaluation criteria:**
   a. Work order completion.
   b. Assessment of the workmanship over the course of the 2023-2024 school year.

APPENDICES

Plan Approvals

Principal: Todd McGinnis

Signature: _~~T M~~_   **Date:** _1/22/24_

Superintendent: Jim Shoemake

Signature: _Jim R_   **Date:** _1/22/24_

Site Council Representative:

Signature: _Amy Reynolds_   **Date:** _1/22/24_

2

CONFERENCE REQUEST

Requester Name ___Jamie Olson___   School: ___Marina___   Date: ___1-17-24___

___CADA State Convention___   ___Reno, NV___
Conference Name   Conference Location

If out of state, date of Board Approval: ___n/a___ minutes attached: _____

Attendees:

1. Jamie Olson	2. Becky Lafrinire	3.	4.
5.	6.	7.	8.

Travel Dates: Depart on __3/5/24__ at __4:00__ Return on __3/9/24__ at __11 Am__
                        (Date)   (Time)   (Date)   (Time)

(after school)

Is this an Educator Effectiveness related training? (YES) / NO (For District Office Use Only)

If Yes, describe topic: ___Category #5 Positive School Climate___
Subject #_____

Conference/Professional Development Expense Items:	Estimated Cost	Notes
Registration 455.-	$ 900.-	*If you may pay with a Purchase Order, please create one for the vendor.* Register by 4/26 @ this price
Flyer Attached	✓	
Hotel reservations	754.-	
Air reservations	n/a	
Meals purchased	100.-	*Please create one Purchase Order for the total estimated amount that is estimated*
Ground Transportation		*to be reimbursed to all attendees. The estimated expenses should include*
Mileage 260 miles	175.-	*Meals, ground transportation, mileage, and parking/tolls.* Carpooling
Parking/tolls	—	
Sub Requested #days 3 @ $153	918	3 days x 2 teachers 3/6, 3/7, 3/8
Extra duty pay	n/a	
Other (please describe)		
Total	2847	

$_____ Budget Code: G1 - 6266 - 0 - 5200 - 1110 - 1000 - 024 - 0000 - 00 - 000

$_____ Budget Code: ___ - _____ - _ - ___ - _____ - _____ - ___ - _____ - __ - ___

$_____ Total Cost

APPROVED BY: _____ 1/17/24   _____ 1/22/2024
             Director or Principal Date   Asst. Superintendent, C & I   Date
                                           Or Asst. Superintendent, Business

Revised 07/27/2023

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: AB-181 DEPARTMENT OF REAL ESTATE SUBDIVISION "WHITE PAPER"
                    RESPONSE AND STUDENT YIELD IMPACT ANALYSIS
                    Serrano Phase 85 Single Parcel Project - 353 El Greco Court El Dorado Hills, CA
                    Advertising Name: N/A

RECOMMENDATION:

The Superintendent recommends the Board of Trustees approve the response statement for the proposed
development as outlined in this report.

BACKGROUND:

Changes in the law promulgated by AB 181, as of October 1, 1989, all subdivisions in the State of California
must include a statement regarding the availability of schools in their Department of Real Estate (DRE)
"White Report". We have received a request for such a statement (see attached letter from consulting
company). At their request, we have prepared a response.

It is required by law that the response provided must be approved by the Board of Education during a public
meeting (consent item is appropriate). Because this approval is required by law, the DRE will require that a
copy of the Board's approval action be submitted along with the response to each individual project.

STATUS:

The DRE "White Report" for the following development has been submitted to the district for review and
action by the Board of Trustees (copy enclosed):

        "Serrano Phase 85 Property"
         Location: El Dorado County, California

The Rescue Union School District has established a .271 student yield factor per single-family unit.
Accordingly, staff estimates the District can expect there will be .271 students generated from this subdivision.

The Rescue Union School District has the capacity to house students at both the elementary and middle
school levels. This capacity may not be within the students' current school attendance boundaries.

FISCAL IMPACT:

None at this time.

BOARD GOAL:

Board Focus Goal V - FACILITY/HOUSING:

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

RESCUE UNION SCHOOL DISTRICT

"Educating for the Future Together"

2390 Bass Lake Road • Rescue, CA 95672
(530) 677-4461 • FAX (530) 677-0719
www.rescueusd.org

February 6, 2024

Andrea Howard
Serrano/Parker Development Co.
ahoward@parkerdevco.com

Re: Name: Serrano Phase 85 – 353 El Greco Court El Dorado Hills, CA 95762
        Advertising Name: N/A

Dear Andrea,

This "Will Serve" letter is sent in response to your request for information regarding the status of school availability in the Rescue Union School District.

The Rescue Union School District has four schools which serve the project area, for the parcel located at 353 El Greco Court in El Dorado Hills, CA. This parcel sits in our district's Dual Boundary zone which allows for family choice of two different elementary schools and two different middle schools. The address and phone number for each site is listed here:

Green Valley Elementary School   Lakeview Elementary School
Grades TK-5   Grades TK-5
2380 Bass Lake Rd   3371 Brittany Way
Rescue, CA 95672   El Dorado Hills, CA 95762
(530) 677-3686   (916) 941-2600

Marina Village Middle School   Pleasant Grove Middle School
Grades 6-8   Grades 6-8
1901 Francisco Drive   2540 Green Valley Rd
El Dorado Hills, CA 95762   Rescue, CA 95672
(916) 933-3993   (530) 672-4400

School attendance boundaries have been established by the district but are subject to change, and availability of neighborhood schools may be impacted by student enrollment. Potential purchasers should contact the school district directly at (530) 677-4461 for current information regarding the school they will attend at the time of purchase.

Rescue Union School District requests that you furnish the complete Statement of School Availability Report to all prospective purchasers of residences within the above-mentioned development.

Sincerely,

Lisa Donaldson
Assistant Superintendent of Business Services

Jim Shoemake, Superintendent

MEMORANDUM

January 16, 2024

TO: Superintendent or CBO/CFO
           Rescue Union Elementary School District

FROM: John D. Gray
           President/CEO

It has been a pleasure to provide Rescue Union Elementary School District with our Fiscal Budget Services during the past year. We value our relationship and appreciate the continued confidence that you and your staff have expressed in School Services of California Inc.

Our current contract expires on February 29, 2024. Anticipating your desire to continue our services, we have enclosed a proposed renewal Agreement. We are also offering the option to include our CADIE (Comparative Analysis of District Income and Expenditures) and SABRE (Salary and Benefit Reports) products as part of this contract. If you wish to include any of these services, please complete and sign the attached Addendum A, indicate the services desired, and return with your contract renewal. Any questions regarding the CADIE or SABRE should be directed to Chloe Lum, Systems Data Specialist (chloel@sscal.com).

To activate our Agreement, please sign the contract (and the Addendum, at your discretion) and *scan and e-mail* them to Rebecca Rogers at rebeccar@sscal.com for final processing. So that we may continue to give you the best possible service, it would be helpful if we could have the Agreement returned by February 29, 2024. If you are unable to return it by this date, please contact our Accounting Department. Please note that this contract reflects a modest price increase above the current year.

If you have any questions or need additional information, please give me a call at (916) 446-7517.

AGREEMENT FOR SPECIAL SERVICES
Fiscal Budget Services

This is an Agreement between the **RESCUE UNION ELEMENTARY SCHOOL DISTRICT**, hereinafter referred to as "Client," and **SCHOOL SERVICES OF CALIFORNIA INC.,** hereinafter referred to as "Consultant," entered into as of March 1, 2024.

RECITALS

WHEREAS, the Client needs assistance regarding issues of school finance, legislation, school budgeting, and general fiscal issues; and

WHEREAS, the Consultant is professionally and specially trained and competent to provide these services; and

WHEREAS, the authority for entering into this Agreement is contained in Section 53060 of the Government Code and such other provisions of California law as may be applicable;

NOW, THEREFORE, the parties to this Agreement do hereby mutually agree as follows:

1.   The Consultant agrees to perform such duties relating to issues of school finance, including:

      a.   Electronic delivery of the *Fiscal Report* containing information on issues of school finance, budgets, or practices and policy issues that impact local educational agency fiscal policies, and an electronic copy of the *Analysis of the Governor's Proposals for the State Budget and K-12 Education.*

      b.   An analysis of all major school finance/fiscal legislation and reports on its legislative/executive branch progress

      c.   Ten hours of service annually as the Client directs on fiscal issues, including: analysis of specific revenue or expenditure issues, analysis of specific legislative or regulatory issues, and a "quick query" service to provide telephone response to specific fiscal questions of the Client.
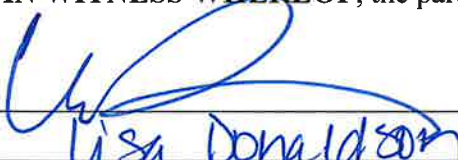
          Services for which the base service hours may not be used, include: mandate questions, Client-specific economy, efficiency, or management consulting services, including, but not limited to, efficiency or management studies, demographic or school facility studies; special education studies; fiscal health analysis, and/or an in-depth budget review, direct collective bargaining or factfinding assistance; legislative representation or advocacy; fiscal analysis for purposes of collective bargaining, appearance as an expert witness, provision of depositions or declarations for local educational agency legal issues; major customized research projects or studies; or, on-site speeches or presentations.

      d.   Participation at the Consultant's school finance conferences and workshops at the Consultant's client rate.

2.   The Client agrees to pay to the Consultant for services rendered under this Agreement:

      a. $4,500 annually, plus expenses, or payable at $375 per month, plus expenses, for the services listed in Item 1 above, upon billings from the Consultant.

b.   For all requested services in excess of ten direct service hours as indicated in Item 1c above in a 12-month period, the applicable hourly rate for the person(s) performing the services shall apply.

c.   "Hours" are defined as hours of direct service to the Client, as well as reasonable travel time to and from the Client's site.

d.   "Expenses" are defined as actual, out-of-pocket expenses, such as travel, meals, shipping, and duplication of materials.

3.   The term of this contract shall be for the period of one year, beginning March 1, 2024, and terminating February 28, 2025. Agreement may be terminated prior to February 28, 2025, by either party on 30 days' written notice. In the event that the Client elects to terminate services at the end of the Agreement, the Client shall give a 30-day written notice of nonrenewal. The Consultant will provide continuing services for 90 days after the expiration date of the Agreement or until the Client provides written notice. The Client is responsible for these accrued charges and the Consultant may bill these additional days. In case of cancellation, the Client shall be liable for any costs accrued to the date of cancellation under Item 2 above.

4.   It is expressly understood and agreed to by both parties that the Consultant, while carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an employee of the Client.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed as indicated below:

By: _____   Date: _2/7/24_____

Print Name _Lisa Donaldson_

Job Title _Asst. Superintendent, Business_

Rescue Union Elementary School District

By: _____   Date: January 16, 2024

John D. Gray
President/CEO
School Services of California Inc.

School
Services
California
INC.

Rescue Union School District

Report of Surplus Equipment

Date: _____ 1/19/2024

School / Department Data

Pleasant Grove Middle School / Library	
Name / Title of Person to Contact for Further Info.: Natalie Hadden	
Building / Room: Library/Teachers Equipment Was Assigned: Library	

District Use Only

Type of Disposition:	
Board Approval Date:	
Disposition Contact:	

Inventory Number*	Condition Code	Description	Total Units	Estimated Value (Per Unit)	Estimated Cost of Disposition	Estimated Total Price	DISTRICT USE ONLY Asset Number	Disposition Code
No Number	C	Sharp AR-M277 Multi-function Printer-Scanner-Copier (Machine # 76001725) (Installed 11/6/2007)	1					

_____
Principal / Supervisor Signature

Code	Description
A	Fair Equipment that is usable without repairs, but is somewhat worn or deteriorated and soon may require repair.
B	Poor Equipment that is usable but is considerably worn or deteriorated. The remaining utility is limited or major repairs will be required.
C	Unusable, cannot be repaired.

* If there is no inventory number on the equipment, please record the serial number or model number in its place.

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: **Classified Management Salary Schedule Correction**

BACKGROUND:

The Management Salary to identify vacation and holidays are incorporated into the annual salary schedules. The salary schedule has historically only noted "work days", although the intent is that the salary includes vacation and holidays.

STATUS:

The District salary schedule for Classified Management has been revised to outline and clarify vacation and holidays for each group. The revised salary schedule has no changes to any of the rates.

FISCAL IMPACT:

There is no fiscal impact.

BOARD GOAL:

Board Focus Goal II – FISCAL ACCOUNTABILITY
> Keep the district fiscally solvent through prudent LCAP aligned budget processes in order to meet the needs of our students.

Board Focus Goal IV - STAFF NEEDS
> Attract and retain diverse, knowledgeable, dedicated employees who are skilled and supported in their commitment to provide quality education for our students.

Board Focus Goal VI – CULTURE OF EXCELLENCE
> Create and promote programs that support, reward and incentivize employees to perform at exceptional levels for the benefit of our students.

RECOMMENDATION:

The Superintendent recommends the Board of Trustees approve the revised Classified Management Salary Schedule.

Rescue Union School District
Classified Management Salary Schedule
2023-2024
Revised 2/8/2024

Established Classification	Work Days	Paid Days	Step: 1	2	3	4	5	6	7	8	9	10	11-15	16-20
Assistant Superintendent- ***contracted position**	222	260	130,419	133,679	137,021	140,447	143,958	147,557	151,246	155,027	158,903	162,876	171,020	179,571
Chief Business & Operations Official	225	260	118,562	121,526	124,564	127,678	130,870	134,142	137,496	140,933	144,456	148,067	155,470	163,244
Director of Human Resources **Media/Technology Director**	225	260	103,372	105,956	108,605	111,320	114,103	116,956	119,880	122,877	125,949	129,098	135,553	142,331
Facilities Director **Food Services Director** *(2 Districts RUSD & BUSD)* **Information Technology Director** **Human Resources Coordinator** **Transportation Director**	225	260	83,920	86,018	88,168	90,372	92,631	94,947	97,321	99,754	102,248	104,804	110,044	115,546
Behaviorist **Occupational Therapist**	185	211	77,806	79,751	81,745	83,789	85,884	88,031	90,232	92,488	94,800	97,170	102,029	107,130
Food Services Director	225	260	77,806	79,751	81,745	83,789	85,884	88,031	90,232	92,488	94,800	97,170	102,029	107,130
Maintenance & Operations Coordinator	225	260	72,586	74,401	76,261	78,168	80,122	82,125	84,178	86,282	88,439	90,650	95,183	99,942
Custodial Supervisor	225	260	67,858	69,554	71,293	73,075	74,902	76,775	78,694	80,661	82,678	84,745	88,982	93,431

Classified Management Holiday/vacation schedule	*225 work days*		*185 work days*		*222 work days*	
	14 holidays		12 holidays		14 holidays	
	21 vacation days		14 vacation days		24 vacation days	
	260 total paid days		211 total paid days		260 total paid days	

Board Approved: pending	Clarify and Identify work days vs paid days (that include vacation and holidays)
Board Approved: 2023-11-14	7% increase effective 7-1-2023
Board Approved: 2022-11-15	5.7% added to 1% increase, effective 7-1-2022 (total 6.7% increase to 2021-22 sal sched)
Board Approved: 2022-03-08	Add'l 2.53% for a total 3.53% increase effective 7-1-2021
Board Approved: 2021.05.25	1% salary increase, effective 7-1-21 / 2 YR AGREEMENT, 1% salary increase effective 7-1-22
Board Approved: 2020.06.09	Moved Facilities/ HR/Media-Tech Directors and CBOO positions to lower level. Renamed IT Manager to Director

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: OUT OF STATE TRAVEL REQUEST

RECOMMENDATION:

The Superintendent recommends the Board of Trustees approve travel to Denver, CO for the International Society for Technology in Education conference titled ISTELive 24.

BACKGROUND:

In a time with Artificial Intelligence and Cyber Security, our technology team needs to have the latest training opportunities. ISTELive24 is a comprehensive edtech event that will be attended by education leaders to gain practical strategies to implement in our District. These strategies include improving our technology department's practices and processes that can impact student success. Additionally, they can be implemented by the first day of school for the 2024-25 school year.

STATUS:

Rene Buenrostro has registered to attend on June 23, 2024 through June 27, 2024. This conference will be funded from the technology department budget and will not affect our current budget projections. By obtaining a large technology grant this year, there are available funds in the technology budget to support this conference.

FISCAL IMPACT:

Fiscal impact is approximately $3,600, to be funded from the technology department budget.

BOARD GOAL:

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

Board Focus Goal IV – STAFF NEEDS:
        Attract and retain diverse, knowledgeable, dedicated employees who are skilled and supported in their commitment to provide quality education for our students.

RESCUE UNION SCHOOL DISTRICT

CONFERENCE # _____
(Assigned by District Office)

CONFERENCE REQUEST

Requester Name **Rene Buenrostro**   School: **District Office**   Date: **02/06/2024**

ISTE   **Denver Colorado**

Conference Name   Conference Location

If out of state, date of Board Approval:_____   minutes attached:_____

Attendees:

1. Rene Buenrostro	2.	3.	4.
5.	6.	7.	8.

Travel Dates: Depart on **06/22/2024** at **8:00**   Return on **06/27/2024** at **8:00**
(Date)   (Time)   (Date)   (Time)

Is this an Educator Effectiveness related training? YES / NO (For District Office Use Only)

If Yes, describe topic: _____

Subject #_____

Conference/Professional Development Expense Items:	Estimated Cost	Notes
Registration	$655	Super Early Bird Jan 10- March 1
Flyer Attached	Yes	Attached
Hotel reservations	$1919.09	5 Nights- $329 a night
Air reservations	$450	From Sacramento to Denver
Meals purchased	$320	Full Day Max $64.00 x 5
Ground Transportation	$120	Vehicle if needed
Mileage		
Parking/tolls	$175	Parking 5 nights if vehicle needed
Sub Requested #days_____ @ $_____		
Extra duty pay		
Other (please describe)		
Total	$3639	

$ **$3669**   Budget Code: **01 - 0816 - 0 - 5200 - 0000 - 2490 - 120 - 000 - 00000**

$_____   Budget Code: ___-_____-_-_____-_____-_____-____-___-___-

$_____   Total Cost

APPROVED BY: _____   _____ 2/7/24
Director or Principal   Date   Asst. Superintendent, C & I   Date
Or Asst. Superintendent, Business

Revised 07/27/2023

ISTE | ISTE LIVE 24 | LEADERSHIP EXCHANGE | SOLUTIONS SUMMIT | DIGCIT CONNECT | 2024 ascd annual conference | ascd leadership summit

ATTEND   SPONSOR & EXHIBIT   LOGIN

VENTURE INTO THE FUTURE OF LEARNING
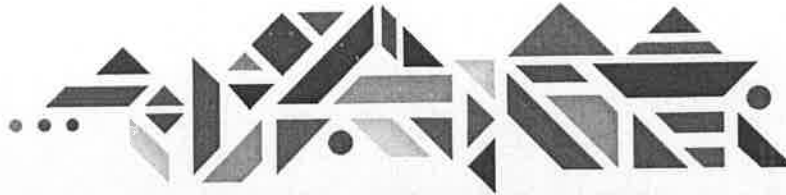
ISTE LIVE 24 DENVER JUNE 23-26

Scale to New Learning Heights at the Edtech Event of the Year!

(REGISTER NOW)   (SEE PRICING)

Discover All the Ways to Connect and Learn

ISTELive 24 Denver

Pass Type	Member	Nonmember	Presenter
Super Early Bird Jan. 10-March 1	$555	$655	
Early Bird March 2-May 1	$625	$725	$385
Regular Price May 2-June 26	$695	$795	

Attend sessions in person, join off-site adventures, participate in hands-on demos in the expo hall and keep the learning going with access to hundreds of recorded sessions.

You'll get:

- 1,000+ professional learning sessions, mainstage presentations, trips, tours and social events.
- Expo hall access for personalized advice, networking, raffles and swag.
- 250+ recorded sessions for six months.

ISTELive 24 Virtual

Pass Type	Member	Nonmember	Presenter
Super Early Bird Jan. 10-March 1	$235	$245	
Early Bird March 2-May 1	$260	$270	$150
Regular Price May 2-June 26	$285	$295	

Can't make it to Denver? Our event platform lets you learn from wherever you are, chat with other attendees and access presentation materials – all virtually.

You'll get:

- 50 virtual-only sessions and programming.
- Select ISTELive livestreamed sessions, including mainstage presentations.
- 250+ recorded sessions from the live and virtual events.

SAVE $100   **Add ISTE membership to save $100 on ISTELive 24 registration!**

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LEADERSHIP
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ISTE LIVE 24 DENVER
JUNE 23-26

VENTURE
INTO THE FUTURE
OF LEARNING

Register now
for the
edtech event
of the year!

REGISTER NOW   SEND ME UPDATES

Learn During Hands-On Sessions, How-To Presentations and Live Demos

Scale to new heights during hundreds of sessions that will bring you up to speed on the latest learning strategies and edtech trends!

REGISTER NOW   SEND ME UPDATES

Timely, Strategy-Packed Sessions

You'll find sessions on the most critical topics affecting the future of learning, like these:

Artificial Intelligence
Discover ways to prepare students for the careers of today – and tomorrow – by bringing artificial intelligence tools and lessons to your classroom.

Project-Based Learning
Learn how to use tech tools to empower students as creators and self-directed learners, while helping them explore their passions by tackling real-world projects.

REGISTER NOW   SEND ME UPDATES

Contact Us

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: **Transportation Plan 2024-2025**

BACKGROUND:

Education Code 39800.1 states that before April 1 each year, Local Education Agencies (LEA) shall develop a plan describing the transportation services it will offer its pupils. The code includes specific components that we must consider in completing the plan.

STATUS:

The 2024-25 Transportation Plan includes all components included in EdCode 39800.1.

FISCAL IMPACT:

By completing this plan, we are eligible to receive a minimum revenue for transportation that equals 60% of the District's expenditures. For 2024-25 school year, we estimate the increased revenue to be approximately $373,200.

BOARD GOAL:

Board Focus Goal II – FISCAL ACCOUNTABILITY
        Keep the district fiscally solvent through prudent LCAP aligned budget processes in order to meet the needs of our students.
Board Focus Goal IV - STAFF NEEDS
        Attract and retain diverse, knowledgeable, dedicated employees who are skilled and supported in their commitment to provide quality education for our students.
Board Focus Goal VI – CULTURE OF EXCELLENCE
        Create and promote programs that support, reward and incentivize employees to perform at exceptional levels for the benefit of our students.

RECOMMENDATION:

The Superintendent recommends the Board of Trustees approve the 2024-25 Transportation Plan.

Rescue Union School District
Transportation Plan
2024-2025

Transportation Services:

1. Enter description of transportation services offered to pupils, and how it will prioritize planned transportation services for pupils in transitional kindergarten, kindergarten, and any of grades 1 - 6 inclusive and pupils who are low income. Plan may provide for the LEA to partner with municipally owned transit system to provide services to middle and high school students. An LEA may provide no-cost transit passes to students.

The Superintendent or designee shall design transportation routes and stops within district boundaries that promote student safety, maximum efficiency in the use of buses, and decreased traffic in and around the schools.
The following will be considered when establishing or modifying routes:

1. *Distance of students from school.*
2. *Types of roadways and walkways. Roads must be paved, a minimum of 20 feet wide, and if there is a need for the bus to turn around there must be a safe and suitable place to do so.*
3. *Amount of traffic on roadways used by the students.*
4. *Length of routes in miles.*
5. *Length of routes in time.*
6. *Five or more students in the area (per bus stop) riding the bus.*
7. *Size and number of buses.*
8. *Unusual conditions which may involve hazards, weather, physical condition of the students, etc.*
9. *Operating with no more than three stops per mile except for modifications made necessary by other factors such as safety of the student, shoulder room on which students may walk, weather conditions, etc.*
10. *The Governing Board may modify minimum bus transportation distances as conditions warrant.*
11. *It must be within the financial ability of the district.*
12. *Prioritize grades TK-6*
13. *Prioritize schools with the highest low income students*

2. Enter description of LEA's transportation services that would be accessible to pupils with disabilities, and homeless children and youth.

The district shall provide home-to-school transportation and additional transportation services as needed for students with disabilities as specified in their individualized education program or Section 504 plan.
The Superintendent or designee shall provide transportation to homeless students in accordance with law, Board policy, and administrative regulation. When the student resides outside of district boundaries, the Superintendent or designee shall consult with the superintendent of the district of residence to apportion the responsibility and costs of transportation.

3. Enter description of how unduplicated pupils, would be able to access available home-to-school transportation at no-cost to the pupils.

Students receiving free transportation shall not be identified by the use of special bus passes, tickets, lines, seats or any other means. They shall in no way be treated differently from other students, nor shall their names be published, posted or announced in any manner or used for any purpose other than the transportation program.

Eligibility for free transportation shall be based on the following criteria:

1. *Students identified as low income*
2. *Students identified as Foster Youth*
3. *Students identified as English Learner*
4. *Students identified as Homeless*
5. *Students whose individualized education program requires transportation*

Consultations:

This plan was made with all required consultations per Ed Code 39800.1

2024-25 FINANCIAL DATA ESTIMATES

Revenue Calculation

Total 2023-24 Transportation Expenses (Function 36xx)	3,076,693.77
Less Capital Outlay (object 6xxx, Function 36xx)	1,670,269.54
Less Nonagency Expenditures (Goal 7110,7150, Function 36xx)	1,113.00
Estimated 60% Reimbursement	843,186.74
Less 2023-24 Transportation add-on (from LCFF Calculator)	469,983.00

Total Revenue (Object 8590, Resource 0000)   373,203.74

BUDGET
Expenditures and Other Financing Uses

2000-2999 - Classified Salaries	716,645.33
3000-3999 - Employee Benefits	314,131.59
4000-4999 - Books and Supplies	272,908.96
5000-5999 - Services and other Operating Expenditures	102,738.35
6000-6999 - Capital Outlay	1,670,269.54
7000-7999 - Other Outgo	-

Total Expenditures   **3,076,693.77**

Board Approval Date: *Tuesday, February 13, 2024*

The Transportation plan and revenue calculations were developed in accordance with Education Code Sections 39800.1 and 41850.1.

December 27, 2023

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

Year 2 of 3-year contract

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

We are pleased to confirm our understanding of the services we are to provide Rescue Union School District for the year ended June 30, 2024.

Audit Scope and Objectives

We will audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information, and the disclosures, which collectively comprise the basic financial statements of Rescue Union School District as of and for the year ended June 30, 2024. Accounting standards generally accepted in the United States of America (GAAP) provide for certain required supplementary information (RSI), such as management's discussion and analysis (MD&A), to supplement Rescue Union School District's basic financial statements. Such information, although not a part of the basic financial statements, is required by the Government Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to Rescue Union School District's RSI in accordance with auditing standards generally accepted in the United States of America (GAAS). These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient appropriate evidence to express an opinion or provide any assurance. The following RSI is required by GAAP and will be subjected to certain limited procedures, but will not be audited:

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

We have also been engaged to report on supplementary information other than RSI that accompanies Rescue Union School District's financial statements. We will subject the following supplementary information (combining nonmajor fund financial statements, reconciliation of annual financial and budget report with audited financial statements, schedule of expenditures of federal awards, and supporting schedules) to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with GAAS, and we will provide an opinion on it in relation to the financial statements as a whole, in a report combined with our auditor's report on the financial statements.

Audit Scope and Objectives (Concluded)

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

The objectives of our audit are to obtain reasonable assurance as to whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and issue an auditor's report that includes our opinion about whether your financial statements are fairly presented, in all material respects, in conformity with GAAP, and report on the fairness of the supplementary information referred to in the second and third paragraphs when considered in relation to the financial statements as a whole. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment of a reasonable user made based on the financial statements.

The objectives also include reporting on:

- Internal control over financial reporting and compliance with provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.

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

Auditor's Responsibilities for the Audit of the Financial Statements and Single Audit

We will conduct our audit in accordance with GAAS; the standards for financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States; the *2023-24 Guide for Annual Audits of K-12 Local Educational Agencies and State Compliance Reporting,* prescribed in the *California Code of Regulations,* Title 5, section 19810 and following; the Single Audit Act Amendments of 1996; and the provisions of the Uniform Guidance, and will include tests of accounting records, a determination of major program(s) in accordance with Uniform Guidance, and other procedures we consider necessary to enable us to express such opinions. As part of an audit in accordance with GAAS and *Government Auditing Standards,* we exercise professional judgment and maintain professional skepticism throughout the audit.

We will evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management. We will also evaluate the overall presentation of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

Auditor's Responsibilities for the Audit of the Financial Statements and Single Audit (Concluded)

We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the District or to acts by management or employees acting on behalf of the District. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not expect auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

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

We will also conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for a reasonable period of time.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, tests of the physical existence of inventories, and direct confirmation of receivables and certain assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions, as applicable. We will also request written representations from your attorneys as part of the engagement, and they may bill you for responding to this inquiry.

The anticipated significant risks of material misstatement are based on areas identified in the prior year's audit, which may be modified once the planning for the current year's audit is completed, are: 1) management override of controls, 2) revenue recognition (accounts receivable), and 3) accounts payable.

Our audit of the financial statements does not relieve you of your responsibilities.

Audit Procedures - Internal Control

We will obtain an understanding of the District and its environment, including the system of internal control, sufficient to identify and assess the risks of material misstatement of the financial statements, whether due to error or fraud, and to design and perform audit procedures responsive to those risks and obtain evidence that is sufficient and appropriate to provide a basis for our opinions. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentation, or the override of internal control.

Audit Procedures - Internal Control (Concluded)

Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

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

Audit Procedures - Compliance

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

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

Other Services

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

Other Services (Concluded)

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

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

Responsibilities of Management for the Financial Statements and Single Audit

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

You are responsible for making drafts of financial statements, schedule of expenditures of federal awards, all financial records, and related information available to us and for the accuracy and completeness of that information (including information from outside of the general and subsidiary ledgers).

Responsibilities of Management for the Financial Statements and Single Audit (Continued)

You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters; (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance; (3) additional information that we may request for the purpose of the audit; and (4) unrestricted access to persons within the District from whom we determine it necessary to obtain audit evidence. At the conclusion of our audit, we will require certain written representations from you about the financial statements; schedule of expenditures of federal awards; federal award programs; compliance with laws, regulations, contracts, and grant agreements; and related matters.

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

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the District involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the District received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the District complies with applicable laws, regulations, contracts, agreements, and grants. You are also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements that we report. Additionally, as required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; promptly follow up and take corrective action on reported audit findings; and prepare a summary schedule of prior audit findings and a separate corrective action plan.

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

Responsibilities of Management for the Financial Statements and Single Audit (Concluded)

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

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

Engagement Administration, Fees, and Other

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

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

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

Engagement Administration, Fees, and Other (Continued)

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

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

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

Habbas Nassar, Certified Public Accountant (CPA) is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them. Our fee for these services will be at our standard hourly rates plus out-of-pocket costs. Our standard hourly rates vary according to the degree of responsibility involved and the experience level of the personnel assigned to your audit. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. We agree that our all-inclusive fee will be **$29,500** for the fiscal year ended June 30, 2024. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs. An additional fee will be charged for attending meetings with the District's Board, if deemed appropriate.

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

It is agreed that the District will withhold ten (10) percent of the audit fee until the State Controller certifies that the report conforms to the reporting provisions of the *2023-24 Guide for Annual Audits of K-12 Local Educational Agencies and State Compliance Reporting.*

In accordance with Education Code Section 14505, it is further agreed that the District will withhold fifty (50) percent of the audit fee for any subsequent year of a multi-year contract if the prior year's audit report was not certified as conforming to reporting provisions of the *2023-24 Guide for Annual Audits of K-12 Local Educational Agencies and State Compliance Reporting.*

Engagement Administration, Fees, and Other (Continued)

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

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

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

With regard to publishing the financial statements on your website, you understand that websites are a means of distributing information and, therefore, we are not required to read the information contained in these sites or to consider the consistency of other information on the website with the original document.

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

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

Government Auditing Standards require that we provide you with a copy of our most recent external peer review report and any subsequent reports received during the contract period, if requested. Please contact us if you would like us to provide you with a copy of our most recent external peer review report and any subsequent reports received during the contract period.

Engagement Administration, Fees, and Other (Concluded)

This engagement letter is contractual in nature and includes all of the relevant terms that will govern the engagement for which it has been prepared. The terms of this letter supersede any prior oral or written representations or commitments by or between the parties. Our audit engagement ends on delivery of our audit report. Any follow-up services that might be required will be a separate, new engagement. The terms and conditions of that new engagement will be governed by a new, specific engagement letter for that service. In the absence of any other written communication from us documenting such additional services, our services will continue to be governed by the terms of this engagement letter.

Reporting

We will issue written reports upon completion of our Single Audit. Our reports will be addressed to the Governing Board of Rescue Union School District. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add a separate section, or add an emphasis-of-matter or other-matter paragraph to our auditor's report, or if necessary, withdraw from this engagement. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If circumstances occur related to the condition of your records, the availability of sufficient, appropriate audit evidence, or the existence of a significant risk of material misstatement of the financial statements caused by error, fraudulent financial reporting, or misappropriation of assets, which in our professional judgment prevent us from completing the audit or forming an opinion on the financial statements, we retain the right to take any course of action permitted by professional standards, including declining to express an opinion or issue a report, or withdrawing from the engagement.

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will state that (1) the purpose of the report is solely to describe the scope of testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The Uniform Guidance report on internal control over compliance will state that the purpose of the report on internal control over compliance is solely to describe the scope of testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

Management and Governing Board of
Rescue Union School District
December 27, 2023
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We appreciate the opportunity to be of service to Rescue Union School District and believe this letter accurately summarizes the significant terms of our engagement. If, after full consideration, you agree that the foregoing terms shall govern this engagement, please sign this letter in the spaces provided and return the original signed letter to our office, keeping a fully-executed copy for your records.

Sincerely,

STEPHEN ROATCH ACCOUNTANCY CORPORATION

Habbas Nassar

Habbas Nassar, Certified Public Accountant
Vice President

RESPONSE:

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

Management - Approved by: **Governing Board - Acknowledged by:**

Name: _Lisa Donaldson_   _____

Title: _Asst. Superintendent_ Board President

Date: _1/25/24_   _____