

The Single Plan for Student Achievement

School: Rescue Elementary School
CDS Code: 09619786005714
District: Rescue Union Elementary School District
Principal: Dustin Haley
Revision Date: September 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Rescue Elementary School's Vision and Mission Statements

Our vision is to provide a safe environment in which all people learn and receive respect, value, and support. Every student will receive a quality education in partnership with families and the community to be successful meeting challenging and comprehensive standards.

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

School Profile

Rescue School, which serves students in grades TK-5, is a quiet oasis in a rapidly growing and changing Sierra Nevada foothill community. School buses pass the school on a road where cows are grazing with deer and wild turkeys appearing from time to time. Approaching on Green Valley Road from the west, you will see the Sierra Nevada Mountains in the background, covered with snow in winter. Farms, fields, and houses are scattered along the hillside. Rescue is a friendly place where people know each other and take the time to stop and talk. The bus drivers, principal, teachers, and secretaries are your neighbors. You meet them at the game, at the store, or at the Rescue Post Office. The school itself is part of the neighborhood, serving as a gathering place for meetings, soccer and Little League, Boy/Girl Scouts, community craft shows, carnivals, and recreational activities. Although Rescue School was built in 1958, it has been well maintained and remodeled to improve the buildings for safety and comfort. Rescue was recognized as a California Distinguished School in 2010 and 2014.

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

Rescue Elementary has 18 regular education classrooms in grades TK-5. We have one physical education prep class for grades 4 & 5 and one Resource Specialist class for grades K-5. We offer band classes to students in grades 4-5. Our teachers are a highly qualified collection of nurturing and devoted professionals with consistently high standards for themselves and their students. We offer a balanced instructional program with the goal of meeting the needs of the whole child. Our district adopted curricular materials include Benchmark (English Language Arts, GO Math, Step-Up to Writing, Scott Foresman Science and Social Studies, and Handwriting without Tears (K-2). ELA instruction is supplemented with Reading Counts and core literature. Math instruction is supplemented with Reflex Math and TenMarks. Academic differentiation is provided through a variety of methods including, but not limited to, small group, leveled group, and challenge group instruction. Our Learning Center is also used to support students. Teachers continue to receive staff development and collaboration time to work on California State Standards and with curriculum. Rescue teachers are in the process of becoming certified in Guided Language Acquisition Development (GLAD) instructional strategies.

Two computer labs fully equipped with 31 computers along with three class sets of Chromebooks support our student technology program. All classrooms have projectors and ELMOs to support student learning. Most have SMART Board Technology as well. Transitional Kindergarten through 5th grade students receive instruction in the lab from their classroom teachers at least once a week. Grades 3 – 5 are equipped with 16 Chromebooks for their classroom to use. Grades K-2 have a bank of tablets that they utilize.

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

Rescue School is supported by the services of a nurse, psychologist, and a speech and language specialist. Our nurse is available 1 day a week to meet the health needs of students including vision and health screenings. The district psychologist performs evaluations and also meets with students as appropriate. The speech/language specialist works with students five days a week. A Learning Center exists to support those children with identified learning disabilities. Rescue School also participates in Academic Assessment/Program Modification, and the Individual Education Program (IEP) planning process. During leveled reading, students

are grouped by their reading level so that all students receive appropriate instruction. Reading aides also work with groups of students during leveled reading in order to achieve the lowest possible teacher student ratio. The overall goal is bringing all students to benchmark, and challenging advanced learners.

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

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

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

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	78	78	78	76	77	76	100.0	97.4
Grade 4	60	79	60	78	60	78	100.0	98.7
Grade 5	67	65	66	63	66	63	98.5	96.9
All Grades	205	222	204	217	203	217	99.5	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 Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2479.5	2486.2	47	45	28	37	14	13	9	5
Grade 4	2483.0	2523.5	22	50	40	31	17	9	22	10
Grade 5	2529.6	2533.5	24	25	42	43	23	17	11	14
All Grades	N/A	N/A	32	41	36	36	18	13	13	10

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	42	38	47	57	12	5
Grade 4	28	46	47	41	25	13
Grade 5	29	38	55	43	17	19
All Grades	33	41	49	47	17	12

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	44	46	47	39	9	14
Grade 4	23	38	57	53	20	9
Grade 5	39	35	52	44	6	21
All Grades	36	40	51	46	11	14

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	29	30	69	63	3	7
Grade 4	13	35	78	59	8	6
Grade 5	21	27	70	67	9	6
All Grades	22	31	72	63	6	6

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	49	55	42	38	9	7
Grade 4	25	44	63	47	12	9
Grade 5	36	32	55	60	9	8
All Grades	38	44	52	48	10	8

Conclusions based on this data:

1. Rescue exhibited 8.58% growth overall in its ELA scores.
2. There is excellent growth in all Claim areas of the ELA SBAC assessment.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	78	78	78	76	78	76	100.0	97.4
Grade 4	60	79	60	78	60	78	100.0	98.7
Grade 5	67	65	66	63	66	62	98.5	96.9
All Grades	205	222	204	217	204	216	99.5	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 Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2493.2	2500.4	50	50	29	36	12	12	9	3
Grade 4	2479.0	2507.8	17	32	32	31	37	28	15	9
Grade 5	2537.8	2528.5	24	24	30	26	33	35	12	15
All Grades	N/A	N/A	32	36	30	31	26	25	12	8

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	67	71	22	22	12	7	
Grade 4	27	41	35	36	37	23	
Grade 5	30	26	48	46	21	28	
All Grades	43	47	34	34	22	19	

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	56	62	29	33	14	5
Grade 4	27	35	48	51	25	14
Grade 5	29	32	56	45	15	23
All Grades	39	44	44	43	18	13

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	49	61	44	37	8	3
Grade 4	22	37	50	51	27	12
Grade 5	24	21	59	51	17	28
All Grades	33	41	50	46	16	13

Conclusions based on this data:

1. Rescue exhibited 5.65% growth overall in its Math scores.
2. While 5th grade scores dropped 3%, there was a cohort improvement of 2% from 4th to 5th grade.
3. While there is an improvement in Communicating Reasoning, this Claim continues to be an area of focus.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K							***								
1					***	***	***	***		***					
2				***	50	***	***	50	***						
3					***	75	***	***	25				***		
4				***		***	***	***							
5	***				***		***	***	***						
Total	8			17	50	64	58	50	36	8			8		

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K		25		25			50	50	***		25		25		
1					***	***	***	***		***					
2				***	50	50	***	50	50						
3					***	60	***	***	40				***		
4				***		***	***	***							
5	***				***		***	***	***						
Total	7	6		20	35	56	53	53	44	7	6		13		

Conclusions based on this data:

1. Students who are English language learners are making steady progress.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Enhance and encourage learning for all students.

LEA GOAL:

Enhance and encourage learning for all students; Increase pupil engagement and improve pupil learning outcomes by providing a student-centered, innovative, and engaging learning environment using effective research-based instructional methodologies aligned to the California Standards.

SCHOOL GOAL #1:

All students, regardless of gender, ethnicity, language or economics will demonstrate an increase in learning outcomes. Innovative, engaging, and student-centered instruction, aligned to the California Standards, will be employed in all classroom and throughout the learning environment.

Data Used to Form 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.

Findings from the Analysis of this Data:

School-wide SBAC data revealed that 77% of students in grades 3-5 met or exceeded the ELA standards and 66% of students in grades 3-5 met or exceeded the math standards. This is an 9% increase in ELA and a 5% increase in Math from the 2015 year.

DIBELS data revealed that 88% of kindergarten students met the end of year benchmark for Phoneme Segmentation and 77% met the end of year benchmark for Nonsense Word Fluency. There was a small decrease of 4% in Phoneme Segmentation and a 10% decrease in Nonsense Word Fluency from the 2015 year.

In first grade, 74% of students met the benchmark for Nonsense Word Fluency (Correct Letter Sounds) and 77% met the standard for Nonsense Word Fluency (Whole Words Read). This is an increase of 2% in Nonsense Word Fluency (Correct Letter Sounds), but there was a 10% decrease in Nonsense Words Fluency (Whole Words Read). 79% of first graders met the standard for fluency and 76% met the standard for accuracy when assessed using the DIBELS Oral Reading Fluency assessment (DORF). This is an 8% increase in fluency standard and a 5% increase in accuracy from the 2015 year.

On the DORF, 80% of second graders met the fluency benchmark and 82% met the accuracy benchmark. This is a 2% decrease in fluency standard and accuracy from the 2015 year.

In grades 3-5, the average percent meeting the DORF fluency benchmark score was 77%. The average percent meeting the DORF accuracy benchmark was 82%.

Reading Counts data revealed the following:

- First Grade: While 85% of all first grade students tested and have a Lexile, 65% of all first grade students' Lexile is within the grade level band (190-450).
- Second Grade: 73% of all 2nd grade students' Lexile is within the grade level band (450-620)
- Third Grade: 75% of all 3rd grade students' Lexile is within the grade level band (620-790)
- Fourth Grade: 74% of all 4th grade students' Lexile is within the grade level band (790-875)
- Fifth Grade: 51% of all 5th grade students' Lexile is within the grade level band (875-980)

How the School will Evaluate the Progress of this Goal:

The school will measure the progress of this goal using assessment data from the Smarter Balanced Summative Assessment, Smarter Balanced Interim Assessments, Reading Counts Lexile Scores, DIBELS measures, trimester grade reports, and parent/student survey results. Our school goal is a 5% increase in the total number of students meeting or exceeding the grade level standard as measured by the SBAC Summative Assessment and DIBELS assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alignment of instruction with content standards: 1.1 Continue to use district adopted curriculum to bring students to grade level benchmarks in reading and writing & supplement with a variety of resources as needed.	7/1/2016-6/30/2017	Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.2 Use grade level/cross grade level articulation meetings to check alignment of English Language Arts instruction to California Standards and to plan instructional strategies across the grade level.</p> <p>1.3 Full implementation of district adopted ELA curriculum to bring students to grade level benchmarks in Language Arts & supplement with a variety of resources as needed.</p> <p>1.4 Full implementation of district adopted math curriculum to bring students to grade level benchmarks in math & supplement with a variety of resources as needed.</p> <p>1.5 Utilization of Step Up to Writing with core curriculum to teach writing components in accordance with California State Standards.</p> <p>1.6 Use grade level/cross grade level articulation meetings to check alignment of math instruction to California Standards with the use of the Mathematical Practices.</p>						
<p>Improvement of instructional strategies and materials:</p> <p>2.1 Continue leveled reading.</p> <p>2.2 Complete reading assessments (DIBELS, Reading Counts, etc.) and use reading data to flexibly group students for leveled reading and to</p>	7/1/2016-6/30/2017	Staff	<p>2.2 Assessment days, three days per teacher (sub costs)</p> <p>2.6 Differentiation Meetings, Grades 2-4 one day per teacher (sub costs)</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>District Funded</p> <p>Title II Part A: Improving Teacher Quality</p>	1038.96

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>determine the best instruction to meet student needs. Use end of the year assessments to create the following year's classes.</p> <p>2.3 Use grade level midyear assessments in grades K-2 to assess standards mastery in mathematics.</p> <p>2.4 Use SBAC Interim Block Assessments in grades 3-5 to assess standards mastery in mathematics while continuing to further acclimate students to the SBAC technology platform.</p> <p>2.5 Use grade level/cross grade level articulation meetings to check alignment of all standards being taught.</p> <p>2.6 Use grade level Differentiation Meetings to strategize interventions and share instructional techniques to reach underperforming students while still challenging high performers.</p> <p>2.7 Use grade level and cross grade level meetings to monitor progress of instruction and assessment. Analyze data as a grade level.</p> <p>2.8 Improve instruction by using current technology to support underperforming students (LCD Projectors, Elmos, Promethean Boards, and tablets).</p> <p>2.9 Utilize supplementary materials to support underperforming students</p>			<p>2.6 Differentiation Meeting Facilitator (Renee Mallot) three days (sub costs)</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>Title II Part A: Improving Teacher Quality</p>	<p>346.32</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
in reading, writing, and test taking. 2.10 Utilize supplementary materials to support underperforming students in math fluency and other math skills.						
Extended learning time: 3.1 Before/After school tutoring program for targeted students in grades 1-5. 3.2 Provide an in school integrated Enrichment program. Within the school day, teachers will differentiate instruction to meet the individual needs of students. 3.3 Provide a before school Enrichment Club for 4th and 5th grade students	7/1/2016-6/30/2017	Staff	3.1 Tutoring 3.2 Enrichment Club Budget	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	Site Formula Funds Donations	4079.28 1744
Increased educational opportunity and support services: 4.1 Encourage consultation and research by general education teachers, special education staff, Title 1 staff, principal, and parents for the purpose of making recommendations to improve achievement. 4.2 Student Success Team Coordinator to arrange/conduct, follow-up on actions, and maintain the files for Student Success Team meetings. 4.3 Paraeducators work with small groups during reading and	7/1/2016-6/30/2017	Staff	4.3 Title 1 Paraeducators 4.9 Spelling Bee Registration 4.9 Subs for Spelling Bee 4.10 Oral Interpretation Registration	2000-2999: Classified Personnel Salaries 5800: Professional/Consulting Services And Operating Expenditures 1000-1999: Certificated Personnel Salaries 5800: Professional/Consulting Services And Operating Expenditures	Title I Site Formula Funds Site Formula Funds Site Formula Funds	54399.40 225 346.32 160

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Benchmark reading time.</p> <p>4.4 Paraeducators work with small groups during math instruction in grades 4 and 5.</p> <p>4.5 Utilize a Title I paraeducator in kindergarten to boost students who need support in reading, writing, spelling, and math.</p> <p>4.6 Utilize a paraeducator to support English Language Learners (grades K-5) in accordance with the LCAP.</p> <p>4.7 Level students for math instruction and support in 5th grade.</p> <p>4.8 Evaluate students with district assessments.</p> <p>4.9 Participate in El Dorado County Spelling Bee.</p> <p>4.10 Participate in Oral Interpretation Festival.</p> <p>4.11 Participate in Nature Bowl.</p> <p>4.12 Administer CELDT test to ELL students.</p> <p>4.13 English Language Learners will receive additional instructional support in English Language Development by the ELL Paraeducator and classroom teacher. ELL students will be clustered together by grade level.</p>			4.10 Oral Interpretation Subs	1000-1999: Certificated Personnel Salaries	Site Formula Funds	115.44
			4.11 Nature Bowl Registration	5800: Professional/Consulting Services And Operating Expenditures	Site Formula Funds	60
			4.11 Nature Bowl Subs	1000-1999: Certificated Personnel Salaries	Site Formula Funds	115.44
			Staff development and professional	7/1/2016-	Staff	5.3 GLAD Registration

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>collaboration:</p> <p>5.1 Staff will have opportunity to share ideas/strategies with each other at staff meetings and grade level collaboration meetings.</p> <p>5.2 Staff will collaborate to analyze data, set goals, create pacing calendars and share best practices.</p> <p>5.3 Staff in grades 2 and 3 will receive Guided Language Acquisition Design (GLAD) to promote English acquisition, academic achievement, and cross-cultural skills.</p> <p>5.4 Grade levels will participate in professional development in preparation for the integration of the Next Generation Science Standards</p>	6/30/2017		<p>5.3 GLAD Substitute Costs</p> <p>5.4 NGSS Training Registration</p> <p>5.4 NGSS Training Substitute Costs</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I</p> <p>Title II Part A: Improving Teacher Quality</p> <p>Title II Part A: Improving Teacher Quality</p>	<p>4617.60</p> <p>300</p> <p>932.64</p>
<p>Involvement of staff, parents and community: (including interpretation of student assessment results):</p> <p>6.1 Hold School Site Council meetings to monitor plan and budget.</p> <p>6.2 Communicate student progress to parents through report cards, progress reports and conferences.</p> <p>6.3 Send home the school newsletter to inform parents of school events.</p> <p>6.4 Hold Title I parent meeting to explain the program, gain input for the direction of the program, and explain what parents can do to help</p>	7/1/2016-6/30/2017	Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>their children (done at parent/teacher conferences).</p> <p>6.5 Give parents an overview of the grade level expectations & curriculum at back-to-school night, during parent/teacher conferences.</p> <p>6.6 Provide parents with various workshops to help their child at home (i.e. discipline, homework, etc.).</p>						
<p>Auxiliary services for students and parents:</p> <p>7.1 Provide a smooth transition from preschool to kindergarten by assessing students to determine their mastery of baseline concepts as measure on the Transitional Kindergarten report card</p>	7/1/2016-6/30/2017	Staff	7.1 Incoming Kindergarten Assessments	1000-1999: Certificated Personnel Salaries	Site Formula Funds	1327.73
<p>Monitoring program implementation and results:</p> <p>8.1 In grade level teams, teachers will regularly review the reading data to ensure that the leveled reading groups are fluid and flexible.</p> <p>8.2 The principal and teachers will regularly review reading data to monitor intervention plans to meet their needs.</p> <p>8.3 Teachers will communicate student progress to parents at least three times per year.</p> <p>8.4 The principal and teachers will</p>	7/1/2016-6/30/2017	Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>analyze assessment results to identify under performing students to develop intervention plans to meet their needs.</p> <p>8.5 Program implementation will be monitored by the principal and shared with the School Site Council.</p>						

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Provide an innovative and engaging learning environment.
LEA GOAL:
Provide an innovative and engaging learning environment that effectively integrates the use of technology into the teaching and learning process, to ensure that our students are well-prepared for success in high school, career and college.
SCHOOL GOAL #2:
Provide an innovative environment that integrates technology into the teaching and learning process, to ensure that our students are engaged and well-prepared for success in high school, career and college.
Data Used to Form this Goal:
RRescue 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.
Findings from the Analysis of this Data:
School-wide SBAC data revealed that 77% of students in grades 3-5 met or exceeded the ELA standards and 66% of students in grades 3-5 met or exceeded the math standards. This is an 9% increase in ELA and a 5% increase in Math from the 2015 year.
According to the Rescue Community Survey, 84% of 102 responses stated that Rescue School's implementation of technology is meeting and enhancing their child's needs.
All students participated in Digital Literacy. Digital Literacy Program completion certificates are on file at the District Office.
How the School will Evaluate the Progress of this Goal:
The school will measure the progress of this goal using assessment data from the Smarter Balanced Summative Assessment, Smarter Balanced Interim Assessments, Digital Literacy Compliance reports, and parent/student survey results. Our school goal is a 5% increase in the total number of students meeting or exceeding the grade level standard as measured by the SBAC Summative Assessment and DIBELS measures.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Access to hardware: 1.1 Teachers have desktops to carry out their professional duties	7/1/2016-6/30/2017	Staff	1.4 Chromebooks	0000: Unrestricted	Donations	3500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>(Planning lessons, communication, updating grades, etc.).</p> <p>1.2 Each classroom contains 6 tablets or Chromebooks for their classroom's use.</p> <p>1.3 Two computer labs are available for classes to use on a regular basis.</p> <p>1.4 Nine Chromebook carts with a total of 170 Chromebooks are available for grades 2-5 to use on a regular basis.</p> <p>1.5 All classrooms have use LCD projectors, Promethean Boards, TV/Tablet combo, & ELMOS and utilize them to deliver instruction.</p>						
<p>Use of Computer Programs and Applications:</p> <p>2.1 Classes use the Reading Counts Program to determine the Lexile levels of students and monitor their reading progress.</p> <p>2.2 Classes use the Reflex Math Program to improve math fact fluency for all students.</p> <p>2.3 Classes use the technology components of the Go Math adoption to enhance daily instruction and offer support to parents and students at home.</p> <p>2.4 Classes utilize the Typing Agent program to focus on typing skills for</p>	7/1/2016-6/30/2017	Staff	2.1 Reading Counts License	4000-4999: Books And Supplies	District Funded	1100
			2.2 Purchase of Reflex Math		Site Formula Funds	2700

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>students.</p> <p>2.5 Classes use other supplementary programs (such as TenMarks) to focus on academic needs and practice test taking skills in preparation for the SBAC assessment.</p> <p>2.6 Grade 5 uses the Jupiter Grades Program to display student progress and communicate with parents and family members.</p>						
<p>Use of Technology to Support Intervention:</p> <p>3.1 Before/After school tutoring program utilizes programs to focus on reading fluency for struggling learners. (See Goal #1 3.1)</p> <p>3.2 Classes utilize the Reflex Math Program to focus on math fact fluency for struggling learners.</p> <p>3.3 Reading Counts diagnostic tests are given periodically to monitor student progress and establish leveled reading groups for students. (See Goal #1 2.2)</p> <p>3.4 Grades 3-5 utilize TenMarks diagnostic tests to determine skill mastery and needs for students to work on in mathematics.</p> <p>3.5 Learning Center uses Scootpad to provide ELA and Math intervention activities for students.</p>	7/1/2016-6/30/2017	Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Staff development and professional collaboration:</p> <p>4.1 Technology Teacher is working with students grades 1-5 to help them master technology skills in accordance with the District Technology Scope and Sequence.</p> <p>4.2 Staff receive training to utilize various computer programs and applications (i.e. Go Math Online Resources, Reflex Math, etc.).</p> <p>4.3 Staff receive training to utilize the application for SBAC practice and assessment administration.</p>	7/1/2016-6/30/2017	Staff				
<p>Involvement of staff, parents and community: (including interpretation of student assessment results):</p> <p>5.1 The school newsletter sent home monthly to inform parents of school events.</p> <p>5.2 Staff utilize email and digital communications to connect with the community to discuss student progress and classroom activities.</p> <p>5.3 Hold Title I parent meeting to explain the program, gain input for the direction of the program, and explain what parents can do to help their children.</p> <p>5.4 At back-to-school night, during parent/teacher conferences and California Standards parent night,</p>	7/1/2016-6/30/2017	Staff	5.8 Sound System Upgrade	0000: Unrestricted	Donations	850

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>parents will be given an overview of the technology expectations and availability for students and how they can help support them.</p> <p>5.5 School will provide the Aeries Parent Portal for parents to access their child's attendance records and provides means of communication between school and home.</p> <p>5.6 School will provide an updated website for parents that includes an updated calendar of school events, teacher webpages that share curriculum and classroom information, PTC community information, and contact information.</p> <p>5.7 School will send weekly email blasts of upcoming events to families.</p> <p>5.8 Upgrade to the sound system in the gym.</p>						
<p>Auxiliary services for students and parents:</p> <p>6.1 Provide a continued smooth transition from grade level to grade level seeing student growth in their usage and understanding of technology applications as measured by the District Technology Scope and Sequence.</p>	7/1/2016-6/30/2017	Staff				
<p>Monitoring technology implementation and results:</p>	7/1/2016-6/30/2017	Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>7.1 The principal and teachers will regularly review program data to ensure instruction is meeting student needs.</p> <p>7.2 The principal and teachers will regularly review program data (Reading Counts, Reflex Math, etc.) on students to monitor student progress and develop intervention plans to meet student needs.</p> <p>7.3 Teachers will communicate student progress to parents at least three times per year.</p> <p>7.4 The principal and teachers will analyze the SBAC practice test scores to identify under performing students to develop intervention plans to meet their needs.</p> <p>7.5 Program implementation will be monitored by the principal and shared with the School Site Council.</p>						

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Support the teaching and learning process.
LEA GOAL:
Support the teaching and learning process to ensure that we provide a consistent, high quality, challenging and engaging learning environment for all students
SCHOOL GOAL #3:
Support teaching and learning processes to provide a consistent, high quality, challenging, and engaging learning environment for all students.
Data Used to Form 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.
Findings from the Analysis of this Data:
According to the Rescue Community Survey, 94% of 102 responders stated that the school library enhances their child's education. Stakeholders indicated a need to continue to procure more rigorous, relevant materials, including library services, media, and technology, that incorporates 21st century learning goals. Teacher input corroborated these findings, and also indicated that there is a need for more professional development to meet these goals.
How the School will Evaluate the Progress of this Goal:
The school will measure the progress of this goal using professional development evaluations and staff/community survey results.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Library Collection: Alignment of instruction with content standards 1.1 Staff will complete and analyze annual school collection history and determine priorities for purchase. 1.2 Staff and community members will continue to support the goal of 2+ books per student, each week.	7/1/2016-6/30/2017	Staff	1.4 Book Purchases	0000: Unrestricted	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	900

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.3 Library staff will complete annual CDE Online School Library Survey.</p> <p>1.4 Scholastic book fair will take place twice a year. Books will be purchased for the library from the book fair profits.</p>						
<p>Library Access and Use: Improvement of instruction strategies and materials</p> <p>2.1 Track information on number of classes that use the library and compare yearly with the goal of 100% of classes using the library weekly.</p> <p>2.2 The library provides barrier-free access for students, staff, and the community during the school day, before and after school hours, and beyond the school year when needed.</p>	7/1/2016-6/30/2017	Staff				
<p>Library Program Elements: Increased educational opportunity:</p> <p>3.1 Continue to support "I Love Reading Week" and other school wide reading incentive programs to increase student comprehension and fluency (including Reading Counts).</p> <p>3.2 Provide information literacy activities to increase student knowledge and skills related to locating, evaluating, and using information effectively.</p> <p>3.3 Provide reading motivational</p>	7/1/2016-6/30/2017	Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>events and activities, author visits, assemblies, celebrations, etc.</p> <p>3.4 Library is part of the school's technology infrastructure.</p> <p>3.5 Collaborative planning and teaching with classroom teacher by Library/Media Coordinator.</p> <p>3.6 Students will receive recognition for meeting Reading Counts goals. A Reading Counts bulletin board will be displayed in the library highlighting students who achieved goals.</p>						
<p>Monitoring program implementation and results:</p> <p>4.1 Library Program will support the instructional program and will be measured by annual parent survey.</p> <p>4.2 Library/Media Coordinator will provide annual update on library access, use and collection data.</p> <p>4.3 Process is in place to prioritize library collection, program priorities and determine funding options.</p>	7/1/2016-6/30/2017	Staff				
<p>Intervention and Assistance for struggling students:</p> <p>5.1 Classes will be broken down into smaller, leveled reading groups to support student needs and give them more individualized instruction.</p> <p>5.2 Paraeducators will work with reading groups during reading and</p>	7/1/2016-6/30/2017					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Benchmark time. (See Goal #1 4.3)</p> <p>5.3 Math classes will be leveled in grades 4 and 5 to support students. (See Goal #1 4.4)</p> <p>5.4 The Co-Teaching method will be implemented to improve support for students in least restrictive environment.</p> <p>5.5 The Learning Center will work with students in the areas of reading, writing, and math.</p> <p>5.6 Before/After school tutoring will be offered for struggling students in the areas of reading and math. (See Goal #1 3.1)</p>						
<p>Professional Development and Collaboration:</p> <p>6.1 Teachers will receive professional development in areas of curriculum and implementation in accordance with the California Standards.</p> <p>6.2 Staff in grades 2 and 3 will receive Guided Language Acquisition Design (GLAD) to promote English acquisition, academic achievement, and cross-cultural skills. (See Goal #1 5.4)</p> <p>6.3 Teachers will participate in professional development in preparation for the integration of the Next Generation Science Standards (See Goal #1 5.5)</p>	7/1/2016-6/30/2017					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>6.4 Teachers will participate in collaboration and articulation days throughout the year to discuss assessments, pacing guides, and best practices.</p> <p>6.5 Teacher representatives will participate in the District Curriculum Committee to discuss new curriculum and assessment implementation. Representatives will share information with staff.</p>						
<p>Involvement of staff, parents and community:</p> <p>7.1 The school newsletter sent home monthly to inform parents of school events.</p> <p>7.2 Staff utilize email and digital communications to connect with the community to discuss student progress and classroom activities.</p> <p>7.3 Hold Title I parent meeting to explain the program, gain input for the direction of the program, and explain what parents can do to help their children.</p> <p>7.4 At back-to-school night, during parent/teacher conferences and California Standards parent night, parents will be given an overview of the methods, activities, and class expectations and how they can support their children at home.</p>	7/1/2016-6/30/2017					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>7.5 School will provide the Aeries Parent Portal for parents to as means of communication between school and home.</p> <p>7.6 School will provide an updated website for parents that includes an updated calendar of school events, teacher webpages that share curriculum and classroom information, PTC community information, and contact information.</p>						
<p>Monitoring implementation and results:</p> <p>8.1 The principal and Library staff will regularly review program data to ensure the program is meeting student needs.</p> <p>8.2 The principal and teachers will regularly review academic program data to monitor student progress and develop intervention plans to meet student needs.</p> <p>8.3 Teachers will communicate student progress to parents at least three times per year.</p> <p>8.4 Program implementation will be monitored by the principal and shared with the School Site Council and the Parent Teacher Committee.</p>	7/1/2016-6/30/2017					

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Enhance and encourage learning for all subgroups of students.
LEA GOAL:
Enhance and encourage learning for all subgroups of students including English Language Learners, Foster Youth and socio-economically disadvantaged students by increasing access to intervention from credentialed teachers and support staff. Increase pupil engagement and improve school climate by providing a safe, supportive, student-centered learning environment.
SCHOOL GOAL #4:
Enhance learning for all subgroups of students including English Language Learners, foster youth, socio-economically disadvantaged, and at-risk students through access to quality instruction, academic intervention and social support programs.
Data Used to Form 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.
Findings from the Analysis of this Data:
Stakeholders indicated a need for quality instruction, academic intervention and social support programs for identified subgroups and at-risk students. Input from teachers, counselors, psychologists, and nurses corroborated these findings, and also indicated that there is a need for more professional development and supportive services to meet these goals.
School-wide SBAC data revealed that 77% of students in grades 3-5 met or exceeded the ELA standards and 66% of students in grades 3-5 met or exceeded the math standards. School-wide SBAC data revealed that 77% of students in grades 3-5 met or exceeded the ELA standards and 66% of students in grades 3-5 met or exceeded the math standards. This is a 9% increase in ELA and a 5% increase in Math from the 2015 year.
Further, 64% of EL students in grades 3-5 met or exceeded the ELA standards and 49% of EL students met or exceeded the math standards. This is a 3% increase for students meeting or exceeding ELA standards and a 16% increase for students meeting or exceeding math standards from the 2015 year.
Rescue Community Survey data expressed that 89% of 102 responders stated that their child feels safe and connected at school and 89% of responders feel that the home/school communication is meeting their needs with regards to academics and school activities/information.

How the School will Evaluate the Progress of this Goal:

The school will measure the progress of this goal using assessment data from the California Healthy Kids Survey, Smarter Balanced Summative and Interim Assessments, CELDT Scores, suspension/expulsion rates, and attendance rates. Our school goal is a 5% increase in the number of EL students meeting or exceeding the grade level standard as measured by the SBAC Summative Assessment and DIBELS measures.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Improvement of instruction strategies and materials:</p> <p>1.1 Kindergarten through fifth grade students will receive monthly bully prevention education including a focus on digital citizenship.</p> <p>1.2 Develop a program to educate students about how to deal with bullies/bully prevention (Reach One Alliance).</p> <p>1.3 Continue Character Counts program.</p> <p>1.4 Continue to implement the Bucketfiller Program and integrate it with the procedures and routines to improve school environment.</p> <p>1.5 Provide "The Best of Me" theatrical performance assembly to promote healthy living for students.</p> <p>1.6 Provide the Kidz Safari Science Assembly to promote NGSS Science standards.</p> <p>1.7 PE equipment will be purchased to support PE classes and for use during recesses.</p> <p>1.8 Provide Art, P.E. and Music materials to support students and the curriculum.</p>	7/1/2016-6/30/2017	Staff	1.2 Reach One Alliance Assemblies and Training	None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC)	2000
			1.6 Kidz Safari Science Assembly	None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC)	1295
			1.7 PE Equipment	0000: Unrestricted	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	500
			1.9 Art Program/Teacher	None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC)	5000
			1.10 Social Skills Group	1000-1999: Certificated Personnel Salaries	District Funded	10800

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.9 Provide an Art teacher to deliver monthly instruction to classes grades 1-5.</p> <p>1.10 Provide yard duties with on-going training (topics to include: rules/expectations, consequences, rewards, actively supervising, roles/responsibilities and how to support one another).</p> <p>1.11 Select students will participate in group therapy once a week to focus on anger management, making good choices and peer relationships.</p>						
<p>Intervention Support Services:</p> <p>2.1 English Language Learners will receive pull out support services during the school day with the English Language Development Teacher and the EL Paraeducator.</p> <p>2.2 Paraeducators will work with students in small groups in reading or math to support their learning. (See Goal #1 - 4.3 & 4.4)</p> <p>2.3 Before/After school tutoring is available to support students in Language Arts and Math. (See Goal #3 - 5.6)</p> <p>2.4 Special Education Staff in the Learning Center will help support student needs daily.</p> <p>2.5 Counseling services will be</p>	7/1/2016-6/30/2017	Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>available two days per week for students that need support.</p> <p>2.6 School will work with EDCOE Foster Youth Services and SARB to support students in need.</p>						
<p>Staff development and professional collaboration:</p> <p>3.1 Work with staff on procedures that promote students to be respectful, responsible and safe citizens.</p> <p>3.2 Conduct monthly School Culture and Climate Committee meetings to discuss school climate.</p>	7/1/2016-6/30/2017	Staff				
<p>Involvement of staff, parents and community:</p> <p>4.1 The school newsletter will be sent out monthly to inform parents of school events and will include information related to anti-bullying and behavior expectations.</p> <p>4.2 Red Ribbon Week Activities to promote Drug Free School and School Spirit.</p> <p>4.3 WATCH D.O.G. program will be implemented encouraging male role models to serve on campus, supporting student learning and safety on campus.</p> <p>4.4 Hold Title I parent meeting to explain the program, gain input for</p>	7/1/2016-6/30/2017	Staff	4.2 Red Ribbon Week	0000: Unrestricted	Site Formula Funds	81

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>the direction of the program, and explain what parents can do to help their children.</p> <p>4.5 Encourage input from parents about our school.</p> <p>4.6 School will provide an updated website for parents that includes an updated calendar of school events, teacher webpages that share curriculum and classroom information, PTC community information, and contact information.</p>						
<p>Auxiliary services for students and parents:</p> <p>5.1 Work with the Parent Teacher Council to provide events that support students</p> <p>5.2 Work with Student Council to discuss school activities and the promotion of inclusion.</p> <p>5.3 Share school events and goals with School Site Council.</p>	7/1/2016-6/30/2017	Staff				
<p>Monitoring program implementation and results:</p> <p>6.1 Healthy Kids Survey in fifth grade.</p> <p>6.2 Data on discipline reports, referrals and suspensions.</p> <p>6.3 Data on students referred to the student success team for behavior</p>	7/1/2016-6/30/2017	Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>concerns.</p> <p>6.4 Discuss behavior procedures with School Culture and Climate Committee.</p> <p>6.5 Parent survey data with regards to Curriculum Effectiveness, Learning Environment, Communication, and Safety.</p>						

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Attract and retain diverse, knowledgeable, dedicated employees.
LEA GOAL:
Attract and retain diverse, knowledgeable, dedicated employees who are trained and supported in their commitment to provide quality education for our students.
SCHOOL GOAL #5:
Attract, support, and retain employees who are committed, diverse, knowledgeable, and dedicated to providing quality education for our students.
Data Used to Form 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.
Findings from the Analysis of this Data:
Approximately 98% of RUSD teachers are "highly qualified".
How the School will Evaluate the Progress of this Goal:
The school will measure the progress of this goal using the Highly Qualified Teacher report generated from the RUSD Human Resources Department.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Goals: 1.1 Teachers will develop professional goals with action plans tied to the California Standards of the Teaching Profession in September of 2016. 1.2 The administrator will meet with each teacher to discuss staff-wide goals and individual professional goals by October of 2016.	7/1/2016-6/30/2017	Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.3 The administrator will meet with teachers in February of 2017 to discuss progress made on their goals and the evidence to support their goals.</p> <p>1.4 The administrator will visit classrooms and provide specific feedback to teachers following those visits.</p> <p>1.5 BTSA (LANGUAGE COMING SOON)</p>						
<p>Staff Evaluation/Hiring Support:</p> <p>2.1 The administrator will follow evaluation timelines given by the Human Resources Department as outlined by the CSEA and RUFT contracts.</p> <p>2.2 The Peer Assistance Review Board (PAR) will be another resource available to support teachers in need.</p>	7/1/2016-6/30/2017	Principal/DO Staff				
<p>Staff Support:</p> <p>3.1 Professional development will be provided for staff to assist them in performing their duties at the highest level.</p> <p>3.2 Collaboration and articulation time will be provided on minimum days throughout the school year so that teachers can discuss best teaching practices, design trimester benchmark assessments and support one another in a collegial manner.</p>	7/1/2016-6/30/2017	Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.3 RUSD credentialed teachers in their first or second year of teaching are eligible to participate in the two-year EDCOE BTSA program. Participating Teachers commit to spending 60 hours each year on BTSA related activities/professional development. BTSA teachers participate in the Induction Program and receive their CA Clear Teaching Credential. RUSD veteran teachers are hired by the PAR Panel to serve as BTSA Support Providers for our Participating Teachers..</p> <p>3.4 The Administrator will meet with staff members to oversee job performance and provide support as needed.</p> <p>3.5 The administrator will have an open door policy and maintain open and clear communication patterns with all staff.</p>						

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Create and maintain facilities and grounds.
LEA GOAL:
Create and maintain facilities and grounds that are safe, clean and conducive to the learning process.
SCHOOL GOAL #6:
Create and maintain a safe, clean campus that is conducive to the learning process.
Data Used to Form 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.
Findings from the Analysis of this Data:
See district facilities report.
How the School will Evaluate the Progress of this Goal:
The school will measure the progress of this goal, in conjunction with the RUSD Facilities and Maintenance Department, using facility inspection reports and Help Desk Ticket Completion rates. The school will also use School Site Safety Plans, emergency drill records, California Healthy Kids Survey data, facility inspection reports, Williams Act claims, and incident/accident reports to evaluate progress towards this goal..

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Maintain Facilities and Grounds: 1.1 Each year the Safe School Plan will be updated and concerns/feedback will be solicited from all stakeholders including custodians, yard supervisors, staff, and School Site Council. 1.2 The Administrator and Lead Custodian will walk the campus	7/1/2016-6/30/17	Staff/Facilities Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>monthly to check the campus for all safety/facility concerns.</p> <p>1.3 Staff will complete Help Desk tickets if there are items needing repair or replacement.</p> <p>1.4 The administrator will communicate directly on a daily basis with the Lead Custodian regarding facility needs.</p> <p>1.5 The administrator will communicate with the Director of Facilities in regards to campus issues or concerns.</p> <p>1.6 The administrator will provide feedback to the Director of Facilities for the evaluation of the custodial staff and will evaluate the Lead Custodian.</p> <p>1.7 Yard supervisors will communicate regularly with the school administrator regarding any safety issues or concerns on campus.</p> <p>1.8 Teachers will alert the administrator regarding safety or health concerns on campus.</p>						

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	11,900.00
Donations	6,094.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC)	8,295.00
Parent Teacher Association/Parent Faculty Club	1,400.00
Site Formula Funds	9,210.21
Title I	68,242.00
Title II Part A: Improving Teacher Quality	2,617.92

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	12,225.00
0000: Unrestricted	5,831.00
1000-1999: Certificated Personnel Salaries	25,463.73
2000-2999: Classified Personnel Salaries	54,399.40
4000-4999: Books And Supplies	1,100.00
5800: Professional/Consulting Services And Operating	445.00
None Specified	8,295.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	District Funded	10,800.00
4000-4999: Books And Supplies	District Funded	1,100.00
0000: Unrestricted	Donations	4,350.00
1000-1999: Certificated Personnel Salaries	Donations	1,744.00
None Specified	Parent Teacher Association/Parent Faculty	8,295.00
0000: Unrestricted	Parent Teacher Association/Parent Faculty	1,400.00
	Site Formula Funds	2,700.00
0000: Unrestricted	Site Formula Funds	81.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	5,984.21
5800: Professional/Consulting Services And	Site Formula Funds	445.00
	Title I	9,225.00
1000-1999: Certificated Personnel Salaries	Title I	4,617.60
2000-2999: Classified Personnel Salaries	Title I	54,399.40
	Title II Part A: Improving Teacher Quality	300.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	2,317.92

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	79,033.13
Goal 2	8,150.00
Goal 3	900.00
Goal 4	19,676.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Megan Kashing		X			
Mary Nugent		X			
Carol Patterson		X			
Dustin Haley	X				
Kim Randall				X	
Stefanie Lyster				X	
Marti Zizek				X	
Sheri Allen			X		
Michelle Baldwin				X	
Jim Mog				X	
Numbers of members of each category:	1	3	1	4	

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee	Signature
English Learner Advisory Committee	Signature
Special Education Advisory Committee	Signature
Gifted and Talented Education Program Advisory Committee	Signature
District/School Liaison Team for schools in Program Improvement	Signature
Compensatory Education Advisory Committee	Signature
Departmental Advisory Committee (secondary)	Signature
Other committees established by the school or district (list):	Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 10/5/2016.

Attested:

Dustin Haley		
Typed Name of School Principal	Signature of School Principal	Date

Marti Zizek		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date