School Year: **2020-21**

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	Dustin Haley
District Name	Rescue Union Elementary School District
SPSA Revision Date	February 2021
Schoolsite Council (SSC) Approval Date	February 1, 2021
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

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.

Twenty percent of Rescue School's population are socio-economically disadvantaged; therefore we are identified as a Title I school. As a Title I school, we receive additional funding from the Federal Government. Our cultural demographics include 1% American Indian or Alaska Native, 1% Asian, 1% Pacific Islander, 1% African American, 12% Hispanic or Latino, and 84% White.

This year, the COVID-19 Pandemic has resulted in the need to drastically change the way our school operates. Programs and instructional practices have been modified to comply with the California Department of Public Health and CAl OSHA's industry guidance for schools. As a result, certain assessments and programs have been suspended for the 2020-2021 school year. These programs and assessments are expected to resume in 2021-2022 or when it is appropriate to do so.

Beginning in the summer of 2020, our school team worked diligently to develop comprehensive reopening plans to mitigate the spread of the coronavirus. These plans can be accessed at www.rescueusd.org.

Due to COVID-19, a hybrid schedule allowed one-half of students to be on campus during an AM session while the other half of students attended a PM session. Students then participated in asynchronous learning during the time when they were not on campus. Students from our school who did not feel comfortable attending in-person classes were provided with the opportunity to learn remotely in our new Virtual Frontier Academy.

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

Rescue Elementary has 17 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 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 Math IXL. Mystery Science and Stem Scopes Science is used to supplement Science instruction. Academic differentiation is provided through a variety of methods including, but not limited to, small group, leveled group, and challenge group instruction. Our Learning Center is also used to support students. Teachers continue to receive staff development and collaboration time to work on California State Standards and with curriculum. Rescue teachers are in the process of becoming certified in Guided Language Acquisition Development (GLAD) instructional strategies.

Rescue Elementary has a fully equipped computer lab with 31 computers to support our student technology program. All grades are equipped with a class set of Chromebooks for their classroom to use. . All classrooms have projectors and ELMOs to support student learning. Most have SMART Board Technology as well. Rescue Elementary has a Maker Space lab for all students to utilize that promotes STEAM inquiry and discovery. There are at least a dozen stations for students to utilize in the Maker Space. Rescue Elementary also offers a quality art program for students in grades 1-5. Students receive art instruction learning about various historical artists and their techniques and get to apply them to various art projects. This program is currently suspended due to the limitations brought on by the 2020 pandemic.

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. Enrichment and tutoring programs are currently suspended due to the limitations brought on by the 2020 pandemic.

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, music, yoga, STEM, games, and dance programs. Through the fundraising efforts of PTC, we are able to offer several assemblies tied to the California State Standards. 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. Sports and enrichment activities have been suspended due to the nature of 2020 pandemic.

Our goal for our students and our staff is to exhibit behaviors in conjunction with Rescue's Big Three: Show Respect, Make Good Decisions, and Solve Problems. We offer successful social/emotional programs through character building and anti-bullying instruction. Positive Behavior Intervention Support is currently being implemented at Rescue School. Instruction is provided to demonstrate Rescue Elementary's behavior expectations and an incentive program is available at the classroom and school-wide level to recognize students who make good choices. Character traits are featured each month and monthly assemblies are scheduled to celebrate the academic and social achievements of our students. We employ a part-time counselor to offer individual counseling to students in need, facilitate social skills groups and deliver classroom lessons, such as Building Friendships, Respect, College and Career Readiness and Self-Esteem. Our school theme this year is "Onward." Despite the many challenges presented in the wake of the 2020 pandemic, we continue to push forward providing quality learning and social opportunities for our students. They may look different, but the commitment towards excellence remains the same.

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Rescue School Site Council was the primary group consulted for the planning and preparation of the Single Plan of Student Achievement. Rescue Elementary staff provided analysis towards the development and progress of school goals. This consultation is done throughout the 2020-21 school year in the 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		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.89%	0.84%	0.86%	4	4	4
African American	1.34%	0.84%	1.08%	6	4	5
Asian	1.57%	1.05%	1.08%	7	5	5
Filipino	0.22%	0.42%	0.22%	1	2	1
Hispanic/Latino	13.65%	12.97%	12.04%	61	62	56
Pacific Islander	0.89%	0.63%	0.65%	4	3	3
White	80.98%	83.05%	84.09%	362	397	391
Multiple/No Response	%	%	0%			0
			Total Enrollment	447	478	465

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	96	113	87
Grade 1	67	85	97
Grade 2	71	67	79
Grade3	73	73	63
Grade 4	69	68	73
Grade 5	71	72	66
Total Enrollment	447	478	465

Conclusions based on this data:

1. While student group percentages have remained largely the same, student enrollment has increased by approximately 14 students largely in Kindergarten.
2. The two largest subgroups are White and Hispanic/Latino.
3. There was a spike in enrollment in the Kindergarten grade level in 2018-19, which is by far the largest grade level.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	16	14	11	3.6%	2.9%	2.4%
Fluent English Proficient (FEP)	3	6	10	0.7%	1.3%	2.2%
Reclassified Fluent English Proficient (RFEP)	2	1	4	12.5%	6.3%	28.6%

Conclusions based on this data:

1. There was a slight reduction in English Learner Enrollment for the 2019-20 school year. Students continue to make progress in their English fluency. In fact, we have reclassified quite a large number of students during the 2019-20 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	67	72	75	66	71	72	66	71	72	98.5	98.6	96
Grade 4	76	70	67	72	69	67	72	69	67	94.7	98.6	100
Grade 5	85	77	71	85	73	70	85	73	70	100	94.8	98.6
All Grades	228	219	213	223	213	209	223	213	209	97.8	97.3	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2498.	2478.	2487.	57.58	43.66	54.17	27.27	28.17	25.00	13.64	21.13	15.28	1.52	7.04	5.56
Grade 4	2522.	2530.	2513.	48.61	47.83	46.27	25.00	34.78	22.39	16.67	4.35	17.91	9.72	13.04	13.43
Grade 5	2549.	2551.	2545.	38.82	38.36	37.14	40.00	35.62	40.00	10.59	15.07	10.00	10.59	10.96	12.86
All Grades	N/A	N/A	N/A	47.53	43.19	45.93	31.39	32.86	29.19	13.45	13.62	14.35	7.62	10.33	10.53

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	53.03	42.25	51.39	40.91	49.30	43.06	6.06	8.45	5.56
Grade 4	38.89	59.42	40.30	52.78	28.99	46.27	8.33	11.59	13.43
Grade 5	40.00	39.73	41.43	49.41	53.42	47.14	10.59	6.85	11.43
All Grades	43.50	46.95	44.50	47.98	44.13	45.45	8.52	8.92	10.05

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	40.91	45.07	34.72	54.55	46.48	54.17	4.55	8.45	11.11
Grade 4	34.72	43.48	32.84	55.56	49.28	56.72	9.72	7.25	10.45
Grade 5	47.06	43.84	42.86	44.71	42.47	50.00	8.24	13.70	7.14
All Grades	41.26	44.13	36.84	51.12	46.01	53.59	7.62	9.86	9.57

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	36.36	36.62	38.89	63.64	56.34	56.94	0.00	7.04	4.17
Grade 4	36.11	31.88	35.82	52.78	63.77	56.72	11.11	4.35	7.46
Grade 5	24.71	31.51	21.43	67.06	56.16	67.14	8.24	12.33	11.43
All Grades	31.84	33.33	32.06	61.43	58.69	60.29	6.73	7.98	7.66

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	56.06	50.70	43.06	43.94	42.25	50.00	0.00	7.04	6.94
Grade 4	44.44	37.68	37.31	50.00	56.52	46.27	5.56	5.80	16.42
Grade 5	50.59	45.21	38.57	41.18	41.10	47.14	8.24	13.70	14.29
All Grades	50.22	44.60	39.71	44.84	46.48	47.85	4.93	8.92	12.44

Conclusions based on this data:

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

   Overall year over year performance:

   Rescue Elementary exhibited a 0.93% decline overall in its ELA scores of students exceeding or meeting standard.
   The 3rd grade students were the highest performing group when compared against all grades in the area of ELA with 79.14% of students meeting or exceeding standards.
   The 4th-grade students had 68.66% of their total population meet or exceed standard.
   The 5th grade students had 77.14% of their total population meet or exceed standard.

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

   Claims:

   The Listening and Writing Claim areas of the ELA SBAC assessment remained consistent across all grade levels.
   The Reading and Research/Inquiry Claims continue to be areas of focus.

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

   Cohort Performance:

   When compared to the prior year (2017-2018), the same group of students declined in their overall performance from their 3rd grade to their 4th grade year in ELA by 2.17% to reach 68.66% of students meeting or exceeding standards.
   When compared to the prior year (2017-2018), the same group of students declined their overall performance from their 4th grade to their 5th grade year in Math by 5.47% to reach 77.14% of students meeting or exceeding standards.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	67	72	74	66	71	72	66	71	72	98.5	98.6	97.3
Grade 4	76	70	67	72	69	67	72	69	67	94.7	98.6	100
Grade 5	85	77	71	85	73	70	85	73	70	100	94.8	98.6
All Grades	228	219	212	223	213	209	223	213	209	97.8	97.3	98.6

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2488.	2499.	2492.	33.33	47.89	48.61	57.58	35.21	31.94	6.06	15.49	9.72	3.03	1.41	9.72
Grade 4	2498.	2511.	2504.	26.39	31.88	25.37	31.94	36.23	37.31	29.17	26.09	31.34	12.50	5.80	5.97
Grade 5	2543.	2555.	2544.	31.76	36.99	30.00	31.76	23.29	21.43	25.88	31.51	41.43	10.59	8.22	7.14
All Grades	N/A	N/A	N/A	30.49	38.97	34.93	39.46	31.46	30.14	21.08	24.41	27.27	8.97	5.16	7.66

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	63.64	70.42	68.06	31.82	26.76	20.83	4.55	2.82	11.11
Grade 4	44.44	43.48	37.31	31.94	43.48	41.79	23.61	13.04	20.90
Grade 5	47.06	47.95	32.86	28.24	35.62	47.14	24.71	16.44	20.00
All Grades	51.12	53.99	46.41	30.49	35.21	36.36	18.39	10.80	17.22

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	37.88	43.66	50.00	59.09	52.11	40.28	3.03	4.23	9.72
Grade 4	34.72	39.13	31.34	43.06	44.93	53.73	22.22	15.94	14.93
Grade 5	41.18	36.99	30.00	45.88	50.68	57.14	12.94	12.33	12.86
All Grades	38.12	39.91	37.32	48.88	49.30	50.24	13.00	10.80	12.44

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	45.45	59.15	50.00	53.03	35.21	43.06	1.52	5.63	6.94
Grade 4	30.56	39.13	38.81	51.39	52.17	52.24	18.06	8.70	8.96
Grade 5	32.94	30.14	27.14	50.59	58.90	57.14	16.47	10.96	15.71
All Grades	35.87	42.72	38.76	51.57	48.83	50.72	12.56	8.45	10.53

Conclusions based on this data:

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

   Overall year over year performance:

   Rescue Elementary exhibited a 5.36% decline overall in its Math scores of students exceeding or meeting standard.
   The 3rd grade students were the highest performing group when compared against all grades in the area of Math with 80.55% of students meeting or exceeding standards.
   The 4th-grade students had 62.68% of their total population meet or exceed standard.
   The 5th grade students had 51.43% of their total population meet or exceed standard.

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

   Claims:

   Across all grade levels, students performed the strongest in the Communicating Reasoning claim.
   The Application of Concepts and Procedures is an area of focus across grade levels. Instruction is also focusing on providing support for student understanding in the area of number sense and place value.

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

   Cohort Performance:

   When compared to the prior year (2017-2018), the same group of students declined in their overall performance from their 3rd grade to their 4th grade year in Math by 20.42% to reach 62.68% of students meeting or exceeding standards.
   When compared to the prior year (2017-2018), the same group of students declined their overall performance from their 4th grade to their 5th grade year in Math by 16.68% to reach 51.43% of students meeting or exceeding standards.

School and Student Performance Data

ELPAC Results

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

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*		*	*	*	*	*
5	*	*	*	*		*	*	*	*	*
All Grades	*	33.33	*	33.33		33.33	*	0.00	15	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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*		*	*	*
1	*	*		*		*	*	*	*	*
5	*	*	*	*		*	*	*	*	*
All Grades	*	60.00	*	20.00		20.00	*	0.00	15	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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*	*	*		*	*	*
2		*		*	*	*	*	*	*	*
3		*	*	*	*	*		*	*	*
5	*	*	*	*		*	*	*	*	*
All Grades	*	20.00	*	20.00	*	46.67	*	13.33	15	15

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
5	*	*	*	*	*	*	*	*
All Grades	*	46.67	*	53.33	*	0.00	15	15

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	80.00	66.67	*	26.67	*	6.67	15	15

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
5	*	*	*	*	*	*	*	*
All Grades	*	20.00	*	66.67	*	13.33	15	15

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	13.33	*	80.00	*	6.67	15	15

Conclusions based on this data:

1. During 2019, there were 15 students classified as English Learners at Rescue Elementary School.

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

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
478	**25.1**	**2.9**	**0.6**
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	14	2.9
Foster Youth	3	0.6
Homeless	1	0.2
Socioeconomically Disadvantaged	120	25.1
Students with Disabilities	45	9.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	0.8
American Indian	4	0.8
Asian	5	1.0
Filipino	2	0.4
Hispanic	62	13.0
Two or More Races	1	0.2
Pacific Islander	3	0.6
White	397	83.1

Conclusions based on this data:

1. Students with Disabilities (9.4%)and Socioeconomically Disadvantaged Students (25.1%) collectively account for 34.5% of Rescue Elementary Enrollment.
2. Students categorized as White (83.1%) and Hispanic (13.0%) collectively account for 96.1% of Rescue Elementary Enrollment.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Due to COVID-19, no scores for the 2019-2020 school year are available. Below is the analysis from the prior testing period. The data listed reflects the latest data from the 2019 Fall Dashboard report. Based on that data, Rescue Elementary continues to perform well in both English Language Arts and Mathematics on the Smarter Balance Assessment as illustrated by the requirements of the Dashboard.
2. The Chronic Absenteeism report at Rescue Elementary exhibited a 1.6% growth in 2018-19 placing Rescue Elementary in the orange category. There were a few cases specifically that are responsible for this growth and Rescue continues to utilize its resources to communicate with families and provide support and accountability through the use of the School Attendance Review Board to improve the attendance of all students including those who have exhibited poor attendance.
3. The suspension rate has improved from the orange to the green category. This is due to a decrease of suspensions from 1.5% to 0.6%. In actual numbers, there were 2 students suspended in 2018-2019. During the 2019-20 school year, no students were suspended. While this downward trend is encouraging, Rescue Elementary continues to evaluate the effectiveness of programs and implement supports to ensure the safety and support of all students.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

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

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

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

All Students	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
48.1 points above standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Maintained -2.6 points	7	
200		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	29.8 points above standard	17.8 points below standard
1	Increased ++4.9 points	Maintained -1.4 points
	55	15

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
1	2	2	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	Blue
36.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	53.1 points above standard
Declined -12.6 points	1	3	Maintained -1.1 points
32			158

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	0 Students	52.3 points above standard
7		Maintained ++0.1 points
		190

Conclusions based on this data:

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

   Student Group Performance
   While there was a slight decline, over 76% of Rescue Elementary students performed at or above standard on the Smarter Balanced Assessment. There was a 4.9 point increase in students who are economically disadvantaged and a decrease of 1.4 points of students with disabilities. Students in the White subgroup had a 1.1 point decrease, but maintained their blue status. While there was a slight decline overall, Rescue Elementary continues to perform at a very high level in English Language Arts.

2. In many reportable categories, Rescue Elementary does not have enough students in those populations to trigger report data.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	2	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	
32.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy	
Declined -7.1 points	7	
200		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	14.8 points above standard	25.2 points below standard
1	Maintained ++0.8 points	Declined -8 points
	55	15

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
1	2	2	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	Green
16.1 points above standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	37.8 points above standard
Declined -9.2 points	1	3	Declined -5 points
32			158

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy		37.6 points above standard
7		Declined -3.8 points
		190

Conclusions based on this data:

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

Student Group Performance
Overall, Rescue Elementary showed a 7.1% decline on the math portion of the Smarter Balanced Assessment.
Students in the White subgroup had a 5 point decline.
Students in the Hispanic subgroup had a 9.2 point decline.
Students in the Socioeconomically Disadvantaged subgroup has a 0.8 point growth
Students with Disabilities had a 8 point decline.

Math continues to be an area of focus. Common areas of focus for emphasize instruction in the areas of number sense and place value. Grades 3-5 continue to analyze their class data and utilize the Interim Assessment Blocks to assess student mastery on content standards and provide students with practice on the SBAC platform. Daily number talks and conversations are continuing to be held to reinforce student understanding of place value and number sense.

2. In many reportable categories, Rescue Elementary does not have enough students in those populations to trigger report data.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
66.7 making progress towards English language proficiency
Number of EL Students: 12
Performance Level: Very High

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

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
16.6	16.6		41.6

Conclusions based on this data:

1. Rescue Elementary students continue to make progress in their proficiency of the English language.
2. The ELPAC provides data that Rescue is using to continue providing instructional support for English Learners.
3. The RUSD English Language Coordinator is meeting with teachers to provide strategies and materials to support them in delivering integrated instruction to EL students within the classroom setting.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. This page is not applicable for elementary schools.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	No Performance Color	No Performance Color
6.2	6.3	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.6	Increased +6.3	3
497	16	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	14	9.4
2	Increased +5.6	Increased +7.8
	136	53

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 4.6 Declined -3.1 65	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Orange 5.9 Increased +1.8 409

Conclusions based on this data:

1. Overall Performance:

   Rescue Elementary currently has a 6.2% chronic absenteeism rate, which is a 1.6% increase from 2018-19. Rescue Elementary continues to provide support to families to ensure that all students have good attendance. All community resources are being utilized including family communication, community liaison support, and the use of the School Attendance Review Board to provide families with support and accountability.

2. Student Group Performance:

   The chronic absenteeism rate for Social Economically Disadvantaged subgroup increased 5.6% while the Special Education subgroup increased by 7.8%, which is largely contributing to the overall school percentage increase. Hispanic students declined 3.1%.

3. All other categories do not contain enough students to be reportable.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate 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 or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1. This page is not applicable for elementary schools.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
0.6	0	Less than 11 Students - Data Not
Declined -0.9	Maintained 0	3
510	16	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Green
Less than 11 Students - Data Not	0.7	1.9
2	Declined -1.9	Declined -1.4
	140	53

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data	Less than 11 Students - Data	Less than 11 Students - Data	Less than 11 Students - Data
6	7	5	2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Green
0	Less than 11 Students - Data	Less than 11 Students - Data	0.7
Maintained 0	1	3	Declined -0.8
67			419

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1.4	0.6

Conclusions based on this data:

1. Overall Performance:

   Rescue Elementary has improved its suspension rate moving from the orange into the green category. This is due to an decrease of suspensions from 1.4% to 0.6%. In actual numbers, there were 2 students suspended during the 2018-19 school year. Rescue Elementary continues to evaluate the effectiveness of programs and implement supports to ensure the safety and support of all students.

2. Student Group Performance:
   All student groups showed a decline in suspensions and are in the desired performance range in either the green or blue category.

3. Rescue Elementary continues to have a very low suspension rate as evidenced by having no suspensions for the 2019-20 school year.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Educational Services

Goal Statement

Rescue Elementary School will provide quality educational services to maximize academic achievement for all individual students and student groups.

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Smarter Balanced Assessment Results	School-wide 2019 SBAC data revealed that 75.12% of students in grades 3-5 met or exceeded the ELA standards and 65.33% of students in grades 3-5 met or exceeded the math standards.	Due to COVID-19 and the requirement to be in a social distant model, we would consider maintaining our percentages from the 2019 test administration in the ELA and math portions of the SBA to be a success. The spring administration will provide a test results baseline for the current 2020-2021 instructional model.
District Benchmark Assessment Results	DIBELS data revealed that 80% of Kindergarten students met the end of year benchmark for Phoneme Segmentation and 63% met the end of year benchmark for Nonsense Word Fluency. In first grade, 71% of students met the benchmark for Nonsense Word Fluency (Correct Letter Sounds) and 79% met the standard for Nonsense Word Fluency (Whole Words Read). 79% of first graders met the standard for fluency reading at least 47 correct words per minute with 76% accuracy using the DIBELS Oral Reading Fluency assessment (DORF).	Due to COVID-19 and the requirement to be in a social distant model, we would consider continuing with our 2019-20 goals for District Benchmark Assessments for the 2020-21 school year. See below: By the end of the 2019-20 school year, 82% of Kindergarten students will meet the end of year benchmark for Phoneme Segmentation and 70% will meet the end of year benchmark for Nonsense Word Fluency. By the end of the 2019-20 school year, 75% of 1st grade students will

Metric/Indicator	Baseline	Expected Outcome
	On the DORF, 69% of second graders met the fluency benchmark and 67% met the accuracy benchmark. 80% of second graders met the standard on the End of the Year Go Math assessment scoring at least 80% or better. In grades 3-5, the average percent meeting the DORF fluency benchmark score was 72%. The average percent meeting the DORF accuracy benchmark was 77%. On the Interim Comprehensive Assessment (ICA), 69% of 3rd grade students met or exceeded standards; 75% of 4th grade students met or exceeded standards; and 52% of 5th grade students met or exceeded standards.	meet the benchmark for Nonsense Word Fluency (Correct Letter Sounds) and 82% will meet the standard for Nonsense Word Fluency (Whole Words Read). 82% of first graders will meet the standard for fluency reading at least 47 correct words per minute with 80% accuracy using the DIBELS Oral Reading Fluency assessment (DORF). By the end of the 2019-20 school year, 75% of second graders will meet the fluency benchmark and 75% will meet the accuracy benchmark on the DORF. 85% of second graders will meet the standard on the the End of the Year Go Math assessment scoring at least 80% or better. By the end of the 2019-20 school year, 75% of students in grades 3-5 will meet the fluency benchmark on the DORF and 80% will meet the DORF accuracy benchmark. By the end of the 2019-20 school year, 70% of all 3rd through 5th grade students will met or exceed standards on the Interim Comprehensive Assessment (ICA).
Student Reading Inventory (SRI) Lexile Scores	2019 Scores First Grade: 60% of all first grade students' Lexile is within the grade level band (190-450). Second Grade: 56% of all 2nd grade students' Lexile is within the grade level band (450-620) Third Grade: 70% of all 3rd grade students' Lexile is within the grade level band (620-790) Fourth Grade: 70% of all 4th grade students' Lexile is within the grade level band (790-875) Fifth Grade: 60% of all 5th grade students' Lexile is within the grade level band (875-980)	Due to COVID-19 and the requirement to be in a social distant model, we would consider maintaining our percentages from the 2019 SRI test administration to be a success.

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, and students will improve Students will participate in Step Up to Writing Common Core Edition activities designed to address all stages of the writing process. Students will improve their writing skills through this program. Teachers will begin to implement the Next Generation Science Standards (NGSS) into their instruction using STEM Scopes, Mystery Science or other NGSS aligned bridge programs.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2020-6/30/2021

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Improvement of instructional strategies and materials:

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

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2020-6/30/2021

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Trimester Assessment Days (Sub Costs)
Amount	1768.46
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Kindergarten Assessment Day
Amount	8417.28
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Kindergarten Intervention Paraeducator
Amount	15363.30
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Kindergarten Classroom Paraeducators
Amount	7,596.48
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Transitional Kindergarten Classroom Paraeducator
Amount	26843.49
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Reading/Math Paraeducators
Amount	2,681.00
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	5th Grade Math Tutoring
Source	District Funded
Budget Reference	4000-4999: Books And Supplies

Description	ESGI License
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, Khan Academy, and Freckle. 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, the El Dorado County Map Contest, student band performances, and enrichment clubs are normally offered, but suspended due to the 2020 pandemic. All students have the opportunity to visit the school library weekly. There, they are able to check out books relating to their interests and appropriate reading level. Students participate in the Reading Counts program as well as "I Love Reading Week" to promote literacy for all.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2020-6/30/2021

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	Reflex Math
Amount	2250
Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	IXL Math Licenses
Amount	1580
Source	Site Formula Funds

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Enrichment Club
Amount	729
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Spelling Bee
Amount	328
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Oral Interpretation
Amount	228
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Nature Bowl
Amount	1,100
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	Reading Counts License
Amount	3,000
Source	Donations
Budget Reference	0000: Unrestricted
Description	Library Collection Purchases
Amount	6000
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	None Specified
Description	Art Program/Teacher
Amount	7000
Source	Donations
Budget Reference	0000: Unrestricted
Description	Chromebook Purchase for 1st Grade

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

7/1/2020-6/30/2021

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	1,912
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	GLAD Refresher Training
Amount	2,835
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	GLAD Training Substitute Costs
Amount	500
Source	Site Formula Funds
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional Assistant Meetings/Trainings
Amount	1088
Source	Title II Part A: Improving Teacher Quality
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	GLAD Refresher Training

Strategy/Activity 5

Involvement of Staff, Parents & Community:

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

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2020-6/30/2021

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Safe, clean, student-centered learning environments.

Goal Statement

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

LCAP Goal

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

Basis for this Goal

Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal. Additionally, California Healthy Kids Survey, LCAP Survey, Aeries Discipline and Attendance, and the CAASPP Dashboard was also used in developing this goal.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California Healthy Kids Survey	The California Healthy Kids Survey was administered to 5th grade students during the fall of the 2020-21 school year. The survey indicated that 86% of students surveyed feel safe at school most or all of the time. Seventy-seven percent of all students surveyed feel well connected with Rescue Elementary. Seventy-eight percent of students reported a high level of caring and support by staff members towards students. Seventy-six percent of students reported that they receive social and emotional learning supports at school.	For the remainder 2020-21 School year, the goal is for the following: Students feeling safe will be increased to an overall score of 88%. Students feeling connected to Rescue Elementary will be increased to an overall score of 80%. Students feeling cared for by staff will be increased to an overall score of 80%. Students feeling they they receive social and emotional learning supports at school will be increased to an overall score of 80%. Even though Rescue Elementary will provide counseling services and supports both virtually and in person, it is expected that the impacts of COVID-19 will cause a rise in students rating as "in need" on the Social Emotional Inventory.

Metric/Indicator	Baseline	Expected Outcome
LCAP Survey	The 2019-20 LCAP Parent Survey Results indicate that families feel that there is a strong positive culture and climate at Rescue Elementary. There is a common desire to provide information regarding the school's safety plan and assurance of emergency preparedness drills that are implemented for students so they know what to do in the event of an emergency. Rescue Elementary assured the community that emergency preparedness drills are conducted and emergency procedures are in place for staff and for students.	The 2020-21 LCAP Parent Survey Results will indicate that families continue to feel their children are safe and informed of Rescue Elementary's emergency preparedness procedures.
Aeries Discipline and Attendance Report	According to Aeries reports, Rescue Elementary's average suspension rate for the 2018-2019 school year was reduced from 1.5% to .06%. Average attendance rate for 2018-2019 was 95.70% and Chronic Absenteeism increased from 4.6% to 6.2%.	Rescue Elementary's average suspension rate will continue to be below 1% for the 2019-20 school year. Average attendance rate will increase to 97% for the 2019-20 school year and Chronic Absenteeism will be reduced from 6% to at least 4.5%.

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

7/1/2019-6/30/2020

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	200
Source	Site Formula Funds
Budget Reference	0000: Unrestricted
Description	Red Ribbon Week

Strategy/Activity 2

School Climate & Community Building:

Rescue Elementary School will work to ensure that all students feel connected to school and that their social, emotional, and behavioral needs are met. The Positive Behavioral Interventions and Supports (PBIS) framework will be used to create systems that teach students appropriate behaviors for locations throughout the school. The school's PBIS team will develop tiered interventions to reward positive behaviors and respond to challenging conduct. Trauma Informed Practices will be used to help de-escalate trauma induced or trauma influenced behaviors as well as engage detached or hypo-aroused students. Explicit character education will also occur. A school counselor will be available three days per week to assist students with mental health needs. Individual counseling, small group sessions, and whole class instruction will be provided. School assemblies will be provided to celebrate student achievement and offer social development and enrichment. The California Healthy Kids Survey will be administered to students in 5th grade, and the results will be analyzed by the site leadership team to determine additional areas for growth.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	1350
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	None Specified
Description	A Touch of Understanding Assembly

Amount	1000
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	None Specified
Description	B-Street Festival 34 Assembly

Amount	1000
Source	Donations
Budget Reference	0000: Unrestricted

Description	Playground Equipment
Amount	5000
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	None Specified
Description	PE Equpment
Source	None Specified
Budget Reference	None Specified
Description	Dental Puppet Show

Strategy/Activity 3

Staff Collaboration & Professional Development:

Rescue Elementary School will provide teachers and classified support staff with professional development to continually improve school climate. Topics will include Social Emotional Learning (SEL), Trauma Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness, Restorative Justice, Alternative Discipline, and Growth Mindset. Time will be provided to teachers to collaborate around school climate and develop and/or refine systems that improve school culture. Meetings and trainings will be offered to yard supervisors to ensure school safety. The staff will participate in the California School Staff Survey (CSSS) to aide in determining topics for future collaboration.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	1575
Source	Site Formula Funds
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Love and Logic I Training Registration
Amount	4,536
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Love and Logic I Training Substitute Costs

Amount	1,200
Source	Site Formula Funds
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Love and Logic II Training Registration

Amount	3,360
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Love and Logic II Subsitute Costs

Amount	500
Source	Site Formula Funds
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Yard Supervisor Meetings

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Technical Infrastructure and Support Systems

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California School Staff Survey	Professional Development was provided to classified staff. Support will be offered based on need and data presented from the California School Staff Survey.	During the 2020-21 school year, professional Development opportunities will be offered to classified staff in the areas of Social Emotional Learning and specific duty areas as outlined as a need from their respective departments and the California School Staff Survey
Facility Inspection Tool	The facilities were reported to be in fair repair as measured by the Facility Inspection Tool.	Facilities will be in “good repair” or higher as measured by the 2020-21 Facility Inspection Tool.
Williams Act/Uniform Complaints	No Williams Act/Uniform Complaints were received during the 2019-20 school year.	If received during the 2020-21 school year, 100% of Williams Act/Uniform Complaints will be promptly addressed and necessary deficits will be corrected.

Planned Strategies/Activities

Strategy/Activity 1

Staff Collaboration & Professional Development:

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

Interventions and Supports (PBIS), Mindfulness, Restorative Justice, Alternative Discipline, and Growth Mindset. Non-instructional support staff will also participate in the California School Staff Survey (CSSS) to aide in determining areas where we can offer additional support.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2019-6/30/2020

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 with the support of our PTC.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

Budget Reference	None Specified
Description	School Blacktop Restriping
Amount	2,000
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	None Specified
Description	Portable Sound System
Amount	60,000
Source	District Funded
Budget Reference	None Specified
Description	Blacktop Resurfacing
Source	District Funded
Budget Reference	None Specified
Description	Classrom Ramp Replacement and Repair

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 1

Rescue Elementary School will provide quality educational services to maximize academic achievement for all individual students and student groups.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Smarter Balanced Assessment Results	During the 2019-20 school year, 78% of students in grades 3-5 will meet or exceed the ELA standards and 70% of students in grades 3-5 will meet or exceed the math standards.	Due to COVID-19, no scores for the2019-2020 school year are available.
District Benchmark Assessment Results	By the end of the 2019-20 school year, 82% of Kindergarten students will meet the end of year benchmark for Phoneme Segmentation and 70% will meet the end of year benchmark for Nonsense Word Fluency. By the end of the 2019-20 school year, 75% of 1st grade students will meet the benchmark for Nonsense Word Fluency (Correct Letter Sounds) and 82% will meet the standard for Nonsense Word Fluency (Whole Words Read). 82% of first graders will meet the standard for fluency reading at least 47 correct words per minute with 80% accuracy using the DIBELS Oral Reading Fluency assessment (DORF). By the end of the 2019-20 school year, 75% of second graders will meet the fluency benchmark and 75% will meet the accuracy benchmark on the DORF. 85% of second graders will meet the standard on the the End of the Year Go Math assessment scoring at least 80% or better. By the end of the 2019-20 school year, 75% of students in grades 3-5 will meet the fluency benchmark on the DORF and 80% will meet the DORF accuracy benchmark. By the end of the 2019-20 school year, 70% of all 3rd through 5th grade students will met or exceed standards on the Interim Comprehensive Assessment (ICA).	Due to COVID-19, no scores for the2019-2020 school year are available.

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Reading Inventory (SRI) Lexile Scores	By the end of the 2019-20 school year: First Grade: 63% of all first grade students will achieve a Lexile score within the grade level band (190-450). Second Grade: 65% of all 2nd grade students will achieve a Lexile score within the grade level band (450-620). Third Grade: 75% of all 3rd grade students will achieve a Lexile score within the grade level band (620-790). Fourth Grade: 75% of all 4th grade students will achieve a Lexile score within the grade level band (790-875). Fifth Grade: 65% of all 5th grade students will achieve a Lexile score within the grade level band (875-980).	At the end of the 2019-20 school year: First Grade: 63% of all first grade students achieved a Lexile score within the grade level band (190-450). Second Grade: 70% of all 2nd grade students achieved a Lexile score within the grade level band (450-620). Third Grade: 82% of all 3rd grade students achieved a Lexile score within the grade level band (620-790). Fourth Grade: 70% of all 4th grade students achieved a Lexile score within the grade level band (790-875). Fifth Grade: 67% of all 5th grade students achieved a Lexile score within the grade level band (875-980).

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	Rescue Elementary School utilized district adopted, standards-aligned language arts and math curriculum, and California Standards instruction were supplemented with a variety of resources as needed. Students continued to participate 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		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
techniques. Students will participate in Step Up to Writing Common Core Edition activities designed to address all stages of the writing process. Students will improve their writing skills through this program. Teachers will begin to implement the Next Generation Science Standards (NGSS) into their instruction using STEM Scopes, Mystery Science or other NGSS aligned bridge programs.	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 or other NGSS aligned bridge programs.		
Improvement of instructional strategies and materials: Rescue Elementary School will utilize proven instructional methods, including but not limited to, Guided Language Acquisition Design (GLAD), Daily 5, Universal Design for Learning (UDL), Response to Intervention (RtI), and Designated and Integrated English Language Development Strategies. Frequent formative assessment will be used to identify students in need of academic intervention, and such supports will be provided using materials shown to be effective in addressing academic deficits and providing differentiated support for students performing at an advanced level. Paraeducator support is provided to all classes supporting students in areas of academic need. Enrichment opportunities, embedded within the	Rescue Elementary School utilized 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 was used to identify students in need of academic intervention, and such supports were provided using materials shown to be effective in addressing academic deficits and providing differentiated support for students performing at an advanced level. Paraeducator support was provided to all classes supporting students in areas of academic need. Enrichment opportunities, embedded within the school day and offered before or after school, were provided to increase student engagement and	Trimester Assessment Days (Sub Costs) 1000-1999: Certificated Personnel Salaries District Funded Kindergarten Assessment Day 1000-1999: Certificated Personnel Salaries Site Formula Funds 1,197.00 Kindergarten Intervention Paraeducator 2000-2999: Classified Personnel Salaries LCFF - Supplemental 9,975.24 Kindergarten Classroom Paraeducators 2000-2999: Classified Personnel Salaries LCFF - Supplemental 13,145.52 Transitional Kindergarten Classroom Paraeducator 2000-2999: Classified Personnel Salaries LCFF - Supplemental 7,596.48 Reading/Math Paraeducators 2000-2999: Classified	 Kindergarten Assessment Day 1000-1999: Certificated Personnel Salaries Site Formula Funds 971.50 Kindergarten Intervention Paraeducator 2000-2999: Classified Personnel Salaries LCFF - Supplemental 8248.32 Kindergarten Classroom Paraeducators 2000-2999: Classified Personnel Salaries LCFF - Supplemental 14,677.62 Transitional Kindergarten Classroom Paraeducator 2000-2999: Classified Personnel Salaries LCFF - Supplemental 5680.06 Reading/Math Paraeducators 2000-2999: Classified

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	assist students in advancing their learning. Before and after school tutoring was provided for students that need support in ELA and math skills. The ELPAC assessment was given to English Learners annually to determine the mastery of English Language skills and what instructional support is needed. Technology, including Chromebooks and iPads, was used to further engage students and extend students' ability to access content and demonstrate understanding.	Personnel Salaries Title I 36050.32 3rd and 4th Grade Math Tutoring 2000-2999: Classified Personnel Salaries LCFF - Supplemental 1,723.00 5th Grade Math Tutoring 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2,681.00 ESGI License 4000-4999: Books And Supplies District Funded Jupiter Grades License 4000-4999: Books And Supplies District Funded	Personnel Salaries Title I 36050.32 3rd and 4th Grade Math Tutoring 2000-2999: Classified Personnel Salaries LCFF - Supplemental 0.00 5th Grade Math Tutoring 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 464.00
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, Khan Academy, and Freckle. 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	Rescue Elementary School provided extended learning time and increased educational opportunities for students. Such opportunities included access to online programs including Raz Kids, Reflex Math, Typing Agent, IXL Math, Khan Academy, and Freckle. Field trips, coinciding with areas of study and aligned to the California State Standards, were provided to further enhance students' learning. Students were given the opportunity to participate in our STEAM Makerspace where they experienced levels of inquiry and discovery while developing technology and tactile skills. Visual and performing arts	Reflex Math 4000-4999: Books And Supplies Site Formula Funds 3000 IXL Math Licenses 4000-4999: Books And Supplies Site Formula Funds 2250 Enrichment Club 1000-1999: Certificated Personnel Salaries Site Formula Funds 1580 Spelling Bee 1000-1999: Certificated Personnel Salaries Site Formula Funds 729 Oral Interpretation 1000-1999: Certificated Personnel Salaries Site Formula Funds 328 Nature Bowl 1000-1999: Certificated Personnel Salaries Site Formula Funds 228	Reflex Math 4000-4999: Books And Supplies Site Formula Funds 3000 IXL Math Licenses 4000-4999: Books And Supplies Site Formula Funds 2250 Enrichment Club 1000-1999: Certificated Personnel Salaries Site Formula Funds 0.00 Spelling Bee 1000-1999: Certificated Personnel Salaries Site Formula Funds 0.00 Oral Interpretation 1000-1999: Certificated Personnel Salaries Site Formula Funds 0.00 Nature Bowl 1000-1999: Certificated Personnel Salaries Site Formula Funds 0.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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, the El Dorado County Map Contest, and student band performances, will also be offered. Enrichment Club is offered for 4th and 5th grade students weekly who have achieved Exceeds Standards on both their ELA and Math SBAC assessments. All students have the opportunity to visit the school library weekly. There, they are able to check out books relating to their interests and appropriate reading level. Students participate in the Reading Counts program as well as “I Love Reading Week” to promote literacy for all.	productions occurred and students will were given 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, the El Dorado County Map Contest, and student band performances, were offered. Enrichment Club was offered for 4th and 5th grade students weekly who have achieved Exceeds Standards on both their ELA and Math SBAC assessments. All students were given 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 Reading Counts program as well as “I Love Reading Week” to promote literacy for all.	Reading Counts License 4000-4999: Books And Supplies District Funded 1100 Library Collection Purchases 0000: Unrestricted Donations 3000 Art Program/Teacher None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 6000 Chromebook Purchase for 1st Grade 0000: Unrestricted Donations 7000	Reading Counts License 4000-4999: Books And Supplies District Funded 1100 Library Collection Purchases 0000: Unrestricted Donations 3000 Art Program/Teacher None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 6000 Chromebook Purchase for 1st Grade 0000: Unrestricted Donations 7000
Staff Development & Professional Collaboration: Rescue Elementary School will ensure that staff members responsible for providing and overseeing instruction, including certificated teachers, classified support	Rescue Elementary School ensured that staff members were responsible for providing and overseeing instruction, including certificated teachers, classified support specialists, and site administrators, are afforded opportunities to receive up to date training	GLAD Refresher Training 5000-5999: Services And Other Operating Expenditures Title I 1912 GLAD Training Substitute Costs 1000-1999: Certificated Personnel Salaries Title I 2835	GLAD Refresher Training 5000-5999: Services And Other Operating Expenditures Title I 1912 GLAD Training Substitute Costs 1000-1999: Certificated Personnel Salaries Title I 2835

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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. All grade levels will receive GLAD refresher coaching and planning.	on best instructional practices (see Goal 1, Strategy 2). Partnerships with the El Dorado County Office of Education were provided to increase opportunities for professional development and communities of practice. “Early Release Wednesdays” provided professional collaboration opportunities 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. All grade levels received GLAD refresher coaching and planning.	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	Instructional Assistant Meetings/Trainings 2000-2999: Classified Personnel Salaries Site Formula Funds 0.00 GLAD Refresher Training 5000-5999: Services And Other Operating Expenditures Title II Part A: Improving Teacher Quality 1088
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	Rescue Elementary School involved staff, parents, students, and community members in school activities and planning sessions. Parents, students, and staff were given 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 were given the opportunity represent our school and provide input on the school district’s Local Control Accountability Plan. Parents of English		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	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 that needed to be challenged and those that needed support. Staff received professional development and collaboration planning time to continue developing instructional practices for their classes and meet student needs. Communication was provided frequently amongst staff and members of the community regarding student achievement, academic timelines, and school activities and events.

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

The reading group intervention program was very effective in leveling students and providing differentiated instruction for our students in grades 3-5. Unfortunately we did not have updated SBAC data to determine growth and improvement on the Smarter Balance Assessment from the previous year due to the COVID-19 pandemic resulting in the cancelling of the assessment. . However, math is an area that continues to require additional instruction and support for students and staff. Professional development and intervention support were offered during the 2019-20 school year. Student Study Team meetings were held to provide accommodations for struggling students to assist them with grade level academic standards. The actual metrics data is indicative of the efforts given in these strategies. We will continue to provide additional support to meet the needs of all students.

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

There was definitely a variance in some expenditures last year due to the untimely closing of our school due to COVID-19. Several extracurricular clubs were cancelled due to the COVID-19 pandemic. There were less expenditures for the Kindergarten Assessment Day due to less staff need to assess than originally projected. Tutoring program expenditures were reduced due to the shutdown and also difficulty in acquiring staff.

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

The goal, outcomes, and metrics will remain the same so that we will remain in alignment with the district LCAPP. Strategies, while remaining similar, will be organized to in a way that reflects their connections to the goals.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California Healthy Kids Survey	For the remainder 2019-20 School year, the goal is for the following: Students feeling safe will be increased to an overall score of 85%. Students feeling connected to Rescue Elementary will be increased to an overall score of 85%. Students feeling cared for by staff will be increased to an overall score of 85%. Students feeling they they receive social and emotional learning supports at school will be increased to an overall score of 80%.	The California Healthy Kids Survey was administered to 5th grade students during the fall of the 2020-21 school year. The survey indicated that 86% of students surveyed feel safe at school most or all of the time. Seventy-seven percent of all students surveyed feel well connected with Rescue Elementary. Seventy-eight percent of students reported a high level of caring and support by staff members towards students. Seventy-six percent of students reported that they receive social and emotional learning supports at school.
LCAP Survey	The 2019-20 LCAP Parent Survey Results will indicate that families continue to feel their children are safe and informed of Rescue Elementary's emergency preparedness procedures.	The 2019 LCAP Parent Survey Results indicated that 89% families continue to feel their children are safe and informed of Rescue Elementary's emergency preparedness procedures.
Aeries Discipline and Attendance Report	Rescue Elementary's average suspension rate will continue to be below 1% for the 2019-20 school year. Average attendance rate will increase to 97% for the 2019-20 school year and Chronic Absenteeism will be reduced from 6% to at least 4.5%.	Rescue Elementary's average suspension rate was reduced .08% to .06% for the 2019-20 school year. Average attendance rate averaged 95.7% for the 201920 school year. Chronic Absenteeism rate increased from 4.6% to 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	School Safety: Rescue Elementary School continues to work	Red Ribbon Week 0000: Unrestricted Site Formula Funds 200	Red Ribbon Week 0000: Unrestricted Site Formula Funds 200

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
that all students and staff are safe on campus. All employees and students will regularly participate in emergency preparedness drills and the staff will be proficient with the use of the Catapult Emergency Response system. Students will be provided with lessons on digital citizenship and online safety. All students will participate in Red Ribbon activities designed to educate children about the dangers of drug and alcohol abuse, and students in grade 5 will receive sexual health education. 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.	to ensure that all students and staff are safe on campus. All employees and students participated in regular emergency preparedness drills and the staff used of the Catapult Emergency Response system proficiently. Students were provided with lessons on digital citizenship and online safety. 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. All staff were appropriately trained in Child Abuse Mandated Reporter requirements, and processes continue to 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 continue to be used to determine additional areas to improve safety and the School Site Safety Team will work with stakeholders to develop an annual Comprehensive Safety Plan.		
School Climate & Community Building: Rescue Elementary School will work to ensure that all students feel connected to school and that their social, emotional, and behavioral	School Climate & Community Building: Interventions and Supports (PBIS) framework were used to create systems that teach students appropriate behaviors for locations	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.) 1350

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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 as well as engage detached or hypo-aroused students. Explicit character education will also occur. A school counselor will be available three days per week to assist students with mental health needs. Individual counseling, small group sessions, and whole class instruction will be provided. School assemblies will be provided to celebrate student achievement and offer social development and enrichment. The California Healthy Kids Survey will be administered to students in 5th grade, and the results will be analyzed by the site leadership team to determine additional areas for growth.	throughout the school. The school's PBIS team developed tiered interventions to reward positive behaviors and respond to challenging conduct. Trauma Informed Practices continued to 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 was available three days per week to assist students with mental health needs. Individual counseling, small group sessions, and whole class instruction. School assemblies were provided to celebrate student achievement and offer social development and enrichment. 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.	B-Street Festival 34 Assembly None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 1000 Playground Equipment 0000: Unrestricted Donations 1000 PE Equpment None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 5000 Dental Puppet Show None Specified None Specified	B-Street Festival 34 Assembly None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 1000 Playground Equipment 0000: Unrestricted Donations 1000 PE Equpment None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 5000 Dental Puppet Show None Specified None Specified
Staff Collaboration & Professional Development: Rescue Elementary School will provide	Staff Collaboration & Professional Development: Rescue Elementary School provided teachers	Love and Logic I Training Registration 5800: Professional/Consulting Services And Operating	Love and Logic I Training Registration 5800: Professional/Consulting Services And Operating

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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. Teachers will attend Love and Logic trainings provided by the El Dorado County Office of Education. 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.	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 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. Teachers attended Love and Logic training provided by the El Dorado County Office of Education. The staff participated in the California School Staff Survey (CSSS) to aide in determining topics for future collaboration.	Expenditures Site Formula Funds 1575 Love and Logic I Training Substitute Costs 1000-1999: Certificated Personnel Salaries Site Formula Funds 4,536 Love and Logic II Training Registration 5800: Professional/Consulting Services And Operating Expenditures Site Formula Funds 1,200 Love and Logic II Substitute Costs 1000-1999: Certificated Personnel Salaries Site Formula Funds 3,360 Yard Supervisor Meetings 2000-2999: Classified Personnel Salaries Site Formula Funds 500	Expenditures Site Formula Funds 1575 Love and Logic I Training Substitute Costs 1000-1999: Certificated Personnel Salaries Site Formula Funds 4,536 Love and Logic II Training Registration 5800: Professional/Consulting Services And Operating Expenditures Site Formula Funds 1,200 Love and Logic II Substitute Costs 1000-1999: Certificated Personnel Salaries Site Formula Funds 3,360 Yard Supervisor Meetings 2000-2999: Classified Personnel Salaries Site Formula Funds 394.04

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 during the 2018-19 school year. 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. Several engaging assemblies were provided for students promoting inclusion, good health, quality relationships, and growth mindset.

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 for in order to meeting the needs of our school community.

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

The only various was a small amount due to the lack of yard supervisor meetings due to the school shutdown during the COVID-19 pandemic in the spring.

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

The goal, outcomes, and metrics will remain the same so that we will remain in alignment with the district LCAPP. Strategies, while remaining similar, will be organized to in a way that reflects their connections to the goals.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 3

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California School Staff Survey	During the 2019-20 school year, professional Development opportunities will be offered to classified staff in the areas of Social Emotional Learning and specific duty areas as outlined as a need from their respective departments and the California School Staff Survey	Staff received professional development opportunities within our school district. Meetings were held not only providing opportunities to collaborate with peers, but also to provide instruction in proper customer service.
Facility Inspection Tool	Facilities will be in “good repair” or higher as measured by the 2019-20 Facility Inspection Tool.	There were three areas that received a "poor" rating including Interior, Structural, and External categories. Electrical and Restrooms/Fountains received a "fair" rating.
Williams Act/Uniform Complaints	If received during the 2019-20 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 2019-20 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-	Staff Collaboration & Professional Development: 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. Recognizing the important role that everyone has when it comes to school culture and safety, non-	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
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.	instructional personnel received 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 participated in the California School Staff Survey (CSSS) to aide in determining areas where we can offer additional support.		
Facilities & Technology Infrastructure: Rescue Elementary School will provide facilities, technology, furniture, and supplies that maximize the effectiveness of school operations. The school, working in conjunction with the RUSD Maintenance and Operations Department, will use the Facilities Inspection Tool (FIT) to determine areas for facility improvement. Improvements deemed necessary will be communicated to RUSD Maintenance personnel. We will engage in school beautification projects with the support of our PTC.	Facilities & Technology Infrastructure: Rescue 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. Rescue completed school beautification projects with the support of their PTC.	School Blacktop Restriping None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 5,000	School Blacktop Restriping None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 5,000
		Portable Sound System None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2,000	
		Blacktop Resurfacing None Specified District Funded 60,000	Blacktop Resurfacing None Specified District Funded 60,000
		Classrom Ramp Replacement and Repair None Specified District Funded	Classrom Ramp Replacement and Repair None Specified 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 trainings focused on professional development in job related duties and customer service. Classroom ramps were replaced and the upper blacktop was resurfaced and striped. The portable sound system was not purchased.

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

Training is very valuable and continues to be ongoing for our staff. School projects provide a fresh look to the school campus. The Rescue PTC continues to be committed to supporting the school in anyway needed.

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

The portable sound system was not purchased by our PTC. Due to the COVID-19 shutdown, the read-a-thon fundraiser was cancelled.

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

Professional Development will continue to be a strategy to support Goal 3 during the 2020-21 school year. Facility projects including the replacement of roofs, siding, ramps, and the upper blacktop will be scheduled during the 2021-22 school year cycle.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	88,491.01
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	180,941.01

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
District Funded	61,100.00
Donations	11,000.00
LCFF - Supplemental	34,058.06
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	20,350.00
Site Formula Funds	21,754.46
Title I	31,590.49
Title II Part A: Improving Teacher Quality	1,088.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	11,200.00
1000-1999: Certificated Personnel Salaries	18,045.46
2000-2999: Classified Personnel Salaries	59,220.55
4000-4999: Books And Supplies	6,350.00
5000-5999: Services And Other Operating Expenditures	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	2,775.00
None Specified	80,350.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	District Funded	1,100.00
None Specified	District Funded	60,000.00
0000: Unrestricted	Donations	11,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2,681.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	31,377.06
None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	20,350.00
0000: Unrestricted	Site Formula Funds	200.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	12,529.46
2000-2999: Classified Personnel Salaries	Site Formula Funds	1,000.00
4000-4999: Books And Supplies	Site Formula Funds	5,250.00
5800: Professional/Consulting Services And Operating Expenditures	Site Formula Funds	2,775.00
1000-1999: Certificated Personnel Salaries	Title I	2,835.00
2000-2999: Classified Personnel Salaries	Title I	26,843.49
5000-5999: Services And Other Operating Expenditures	Title I	1,912.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	1,088.00

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

Name of Members	Role
Megan Brown	Classroom Teacher
Renee Mallot	Parent or Community Member
Mary Nugent	Classroom Teacher
Dustin Haley	Principal
Brynn Reynlib	Parent or Community Member
Stefanie Lyster	Parent or Community Member
Sheri Allen	Other School Staff
Kemper 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, Dustin Haley on 2/1/2021

SSC Chairperson, Stefanie Lyster on 2/1/2021

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Stakeholder Involvement

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

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

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

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

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

Analysis

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

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

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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