



RESCUE UNION SCHOOL DISTRICT

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

www.rescueusd.org

BOARD OF TRUSTEES

REGULAR MEETING MINUTES

Tuesday, January 27, 2026 - 6:30 p.m. Open Session

Rescue District Office Board Room

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

DISTRICT MISSION

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

PLEASE NOTE:

These are provided as summary minutes. The audio recording of the meeting is available for review at:

<http://www.rescueusd.org/School-Board/Agendas-Minutes/index.html>

CALL TO ORDER: Board President called the meeting to order at 5:34 p.m.

ROLL CALL:

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

PUBLIC COMMENT:

(Closed session agenda items only)

There were no comments concerning items on the Closed Session agenda.

CLOSED SESSION:

The Board adjourned to closed session to discuss matters of personnel, security, negotiations, student discipline, litigation, or other matters as authorized by Government Code Sections 3549.1, 54956.9, 54956.8, 54957, and 54957.6 and Education Code Sections 35146 and 48918.

Conference with Labor Negotiator - Discussion with the District's Superintendent, Jim Shoemake, and/or labor negotiators, Lisa Donaldson and Dustin Haley, regarding directions and issues in negotiations with Rescue Union Federation of Teachers (RUFT), California School Employees Association (CSEA), Confidential Staff, and Administrative Management.

OPEN SESSION:

Convened open session in the Boardroom at 6:37 p.m.

Welcome - The Board president provided an introduction to Board meeting proceedings.

Flag Salute - Board president led the flag salute and took roll call.

1. Adoption of Agenda

(Consideration for Action)

Trustee White moved and Trustee Bebout seconded to adopt the agenda as presented. Motion passed 4-0.

REPORTS AND COMMUNICATION:

Closed Session Report - The Board president stated there was no report from Closed Session.

There were no public comments.

Superintendent's Report - The Superintendent provided a district-related presentation with highlights on the District's Culture of Excellence, reporting on employee survey results on the District's Continuous Improvement efforts being generally positive across departments. Holiday MTSS event. Cathy Avallone spoke on the Cal Fire workers at MVMS for the fundraiser. Superintendent Shoemake mentioned fiscal accountability and the state budget watch. Facilities Management improvements include a partnership with EDH Waterford HOA to update and fix landscaping in the Lake Forest and Marina Village neighborhood.

There were no public comments.

Celebrating Excellence - Rescue Elementary School Principal, Todd McGinnis, provided a site update with information on the school's growth with 525 students and an average class size of 24. PTC events included welcome back line dancing, the autumn harvest festival, the Veterans Day assembly and breakfast, holiday events aligned with the Rescue Fire Department and Santa Claus visits for story reading and photos with students as well as enrichment plays in the school's new multipurpose facility. Rescue Elementary partnered with Folsom Lake College to have performers stage a show for the classes. 4th-5th grade Student Leadership is doing a phenomenal job heading up Spirit Days and Raider Awards at lunch. Principal McGinnis spoke on the school's current efforts to commission a new buildingside mural representing local history.

There were no public comments.

The Trustees commented on the wonderful school events, excitement over the new mural in process with the history of the community, and the fun with which Principal McGinnis presented his report including activities showing the fun the schoolchildren are having.

There were no public comments.

Board meeting attendee Kelley Nalewaja offered a public comment and spoke on educating parents about the increase of fentanyl marketed to youth through online video networks and other black market avenues. Pills can be delivered as counterfeit Amazon packages. An upcoming Town Hall will be hosted and attended by local community members from BUSD, EDUHSD, law enforcement, assemblypersons, and officials. Mrs. Nalewaja shared experiences of multiple youth deaths due to single-use pills. She shared that her son began using drugs for experimentation in middle school. Her adult son had been a student at Rolling Hills Middle School in a neighboring district. HMS. Asked for RUSD to participate in the Town Hall and provided a flyer with details and information.

CURRICULUM AND INSTRUCTION:

2. California School Dashboard Update for 2025

(Information Only)

The Superintendent recommended the Board receive information regarding the Rescue Union School District's Status for the state indicators. Assistant Superintendent Dustin Haley presented information on the California School Dashboard update for 2025.

There were no public comments.

3. 2025-2026 Library Plan

(Consideration for Action)

The Superintendent recommended the Board receive updated information and consider action to approve the District's 2025-2026 Library Plan. Assistant Superintendent Dustin Haley presented information on the District's Library Plan.

There were no public comments.

Trustee Bebout moved and Trustee White seconded to approve the District's Library Plan. Motion passed 4-0.

BUSINESS AND FACILITIES:

4. Auditor's Report/Financial Statements

(Consideration for Action)

To comply with Ed. Code 14503, each year an independent audit must be conducted. Stephen Roatch Accountancy Corporation completed the financial audit for the 2024-2025 fiscal year. The Superintendent recommended approval of the Auditor's Report on the 2024-2025 financial statements. Assistant Superintendent Lisa Donaldson delivered a presentation on the Auditor's Report for the 2024-2025 year.

There were no public comments.

Trustee Hunter moved and Trustee Bebout seconded to approve the Auditor's Report for 2024-2025. Motion passed 4-0.

5. Budget Guidelines for 2026-2027

(Consideration for Action)

The Superintendent recommended the Board receive a report to review and approve the Budget Guidelines for 2026-2027. Assistant Superintendent Lisa Donaldson provided a report on the Budget Guidelines.

There were no public comments.

Trustee Hunter moved and Trustee White seconded to approve the Budget Guidelines for 2026-2027. Motion passed 4-0.

CONSENT AGENDA:

All matters listed under Consent Agenda are considered to be routine or sufficiently supported by prior or accompanying reference materials and information as to not require additional discussion. A motion as referenced below will enact all items. The Board President called for public comment on any of the items on the consent agenda. There were no public comments. The Board President called to pull consent item #7 for separate vote, with Trustee Bebout abstaining. Consent item #7 was then voted on for approval. Motion passed 3-0 with 1 abstention from Trustee Bebout. The Board President pulled Item #15 with consent from the Board. Trustee White moved and Trustee Bebout seconded to pull Item #15 from the Consent Agenda for future consideration. Trustee White then moved and Trustee Hunter seconded to approve all remaining consent items. Motion passed 4-0.

6. Regular Board Meeting Minutes - December 9, 2025 Regular Board Meeting Minutes (Materials Provided)
7. Study Session Minutes - January 13, 2026 Study Session Minutes (Materials Provided)
8. Human Resources - the District's long-range goal is to recruit a diverse, high quality staff with student focused goals and philosophies. Staffing changes occur periodically due to need for additional positions, resignations or leaves of absence. All positions listed are within current budget allocations (Materials Provided)
9. District Expenditure - Warrants must regularly be presented to the Board of Trustees for ratification. Detailed warrant order listings are available at the District Office. The included supplement reflects expenditures from Dec. 1, 2025 - Dec. 31, 2025 (Materials Provided)
10. District Purchase Orders - Purchase orders must regularly be presented to the Board of Trustees for ratification. The supplement reflects expenditures from Dec. 1, 2025 - Dec. 31, 2025 (Materials Provided)
11. Administrative Regulation/Board Policy 6163.2 Update: Animals at School (Materials Provided)
12. Board Policy 5141.5 Mental Health (Materials Provided)
13. National School Counseling Week Proclamation - Rescue Union School District recognizes the first full Week of February as National Counseling Week (Materials Provided)
14. Revised 2026-2027 RUSD School Calendar to move start date of all-day Kindergarten (Materials Provided)
15. AB 49: Board Proclamation - Mandated by the State of California (Materials Provided)

ADJOURNMENT:

Trustee White moved to adjourn the meeting at 8:24 p.m.

Michelle Bebout, Clerk

Date

Michael Gordon, President

Date

RESCUE UNION SCHOOL DISTRICT

AGENDA: Certificated Personnel

RECOMMENDATION:

The Superintendent recommends the Board approve the following personnel actions.

BACKGROUND:

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

STATUS:

The following certificated personnel changes are listed on the agenda.

Name	Personnel Action	Positi on FTE	Position	School or Dept.	Effective Date
Erwin, Nancy	Leave of Absence	1.0	Teacher	Lake Forest	8/13/2026
Silva, Michelle	Resignation	1.0	Teacher	Lakeview	5/26/2026

FISCAL IMPACT:

Fiscal impact will be reflected in the 2025-2026 budget.

BOARD GOALS:

Board Focus Goal III - STAFF SUPPORT

Attract and retain diverse, knowledgeable, dedicated individuals who are skilled and supported in their commitment to provide quality education for our students.

Reflected in LCAP GOAL(S) 1-2-3

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Classified Personnel

RECOMMENDATION:

The Superintendent recommends the Board approve the following personnel actions.

BACKGROUND:

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

STATUS:

The following classified personnel changes are listed on the agenda:

Name	Personnel Action	Position FTE	Position	School or Dept.	Effective Date
Rodriguez, Mia	Resignation	0.06	Yard Supervisor	Lake Forest	1/16/2026
Reynolds, Aidan	Resignation	.50	Custodian	Lakeview	1/30/2026
Reynolds, Aidan	Promotion	1.0	Roving Custodian	District Wide	2/2/2026
Markovich, Danilo	Employment	1.0	Library Media Coordinator	Pleasant Grove	2/2/2026

FISCAL IMPACT:

Fiscal impact will be reflected in the 2025-2026 budget years.

BOARD GOAL:

Board Focus Goal III. STAFF SUPPORT

Attract and retain diverse, knowledgeable, dedicated individuals who are skilled and supported in their commitment to provide quality education for our students. Reflected in LCAP GOAL(S)
1-2-3

APY500 L.00.25 01/07/26 14:31 PAGE 7
<< Held for Audit >>

ACCOUNTS PAYABLE PRELIST
BATCH: 0049 0049 01 05 2025 LQ

0015 RESCUE UNION SCHOOL DISTRICT J53612
0049 01 08 2026 LQ

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

102582 (CONTINUED)

PV-260613	01/07/2026	571913235 JAN	RUSD COPY	01202026	01100-0-5633-1110-1000-022-0000-92-000 NN	448.45
PV-260613	01/07/2026	571913235 JAN	RUSD COPY	01202026	01-0842-0-5633-0000-3600-083-0000-00-000 NN	9.37
PV-260613	01/07/2026	571913235 JAN	RUSD COPY	01202026	01-0000-0-5690-1110-1000-081-0000-00-000 NN	3,497.64
PV-260613	01/07/2026	571913235 JAN	RUSD COPY	01202026	01-0000-0-5690-0000-7200-081-0000-00-000 NN	449.30
TOTAL PAYMENT AMOUNT						7,161.00 *

TOTAL BATCH PAYMENT	103,948.36 ***	0.00
TOTAL USE TAX AMOUNT	103,948.36	90.62

TOTAL DISTRICT PAYMENT	103,948.36	****	0.00
TOTAL USE TAX AMOUNT	103,948.36		90.62

TOTAL FOR ALL DISTRICTS:	103,948.36	****	0.00
TOTAL USE TAX AMOUNT	103,948.36		90.62

Number of checks to be printed:
Number of zero dollar checks:
closed:
not closed:

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

District Donee: _____ Date: _____

015 RESCUE UNION SCHOOL DISTRICT JS3587 ACCOUNTS PAYABLE PRELIST APY500 L.00.25 01/07/26 14:12 PAGE 13
 0050 01_08_2025 AH BATCH: 0050 0050 01_08_2026 AH << Held for Audit >>

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

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

265161 PO-260149 09/29/2025 01-01703220

1 01-0000-0-5806-0000-8210-084-0000-00-000 NN P 114.73 * 114.73 114.73
 TOTAL PAYMENT AMOUNT

TOTAL BATCH PAYMENT 151,045.92 *** 0.00 151,045.92

TOTAL DISTRICT PAYMENT 151,045.92 **** 0.00 151,045.92

TOTAL FOR ALL DISTRICTS: 151,045.92 **** 0.00 151,045.92

AM

Jul

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

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


 District Designee
 Date 11/9/26

Vendor/Addr	Requit name	Date	Description	Tax ID num	Deposit type	FD RESC Y	OBJT	GOAL	FUNC	LC1	LOC2	L3	SCH	T9MPS	EE	ES	E-Term	E-ExtRef

106479/00	SMUD MUSEUM (MOSAC) OF SCIENCE AND CURIOSITY 400 JIBBOOM STREET SACRAMENTO, CA 95811																	
PV-260635	01/14/2026	11960912	GV 02232026 ZAVALA	01-9420-0-5806-1110-1000-000-0068-00-000	NN													
TOTAL PAYMENT AMOUNT																		
575.00 *																		
575.00																		

022146/00	STEPHEN ROATCH ACCOUNTANCY COR PO BOX 2196 FOLSOM, CA 95763-2196																	
PV-260634	01/14/2026	FINAL 24-25	SICK LEAVE CALC	01-0000-0-5824-0000-7190-080-0000-00-000	NN													
TOTAL PAYMENT AMOUNT																		
890.00 *																		
890.00																		

102673/00	UBEO WEST PO BOX 301062 LOS ANGELES, CA 90030-1062																	
265332	PO-260315	01/12/2026	MOVE TO LINE 2	1	01-1100-0-5633-1110-1000-024-0000-94-000	NY	C											
265332	PO-260315	01/12/2026	MOVE FROM LINE 1	\$300	2	01-1100-0-4300-1110-1000-024-0000-94-000	NY	C										
265332	PO-260315	01/12/2026	MOVE FROM LINE 1	\$300	2	01-1100-0-4300-1110-1000-024-0000-94-000	NY	O										
TOTAL PAYMENT AMOUNT																		
0.00 *																		
0.00																		

TOTAL BATCH PAYMENT	41,018.55	***	0.00	41,018.55
TOTAL DISTRICT PAYMENT	41,018.55	****	0.00	41,018.55
TOTAL FOR ALL DISTRICTS:	41,018.55	****	0.00	41,018.55

Number of checks to be printed: 12, not counting voids due to stub overflows.
Number of zero dollar checks: 5, will be printed.
closed: 0
not closed: 5

Physical to Rescuer Union School District Policy, the El
Berde County Superintendent of Schools is hereby
authorized and directed to issue individual warrants to the
payees named herein

[Signature] 1-14-26

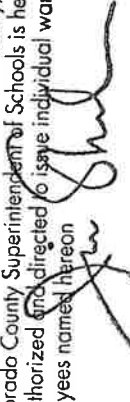
District Designee _____ Date _____

Vendor/Addr	Remit name	Date	Description	Tax ID num	Deposit type	FD RESC Y	OBJT	GOAL	FUNC	LC1	LOC2	L3	SCH	T9MPS	EE ES	E-Term	E-ExtRef
Req Reference															L1q	Amt	Net Amount

														80,495.66	****	0.00	80,495.66
TOTAL DISTRICT PAYMENT																	
														80,495.66	****	0.00	80,495.66
TOTAL FOR ALL DISTRICTS:																	

Number of checks to be printed: 45, not counting voids due to stub overflows.
 Number of zero dollar checks: 1, will be printed.
 closed: 0
 not closed: 1

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


 District Designee
 Date 1-14-26

Vendor/Addr	Remit name	Date	Description	Tax ID num	Deposit type	FD RESC Y	OBJT GOAL	ABA num	Account num	EE ES	E-Term	E-ExtRef

106346/00	VALDEZ, KIMBERLY											
	(EMPLOYEE REIMBURSE)											
	4023 DEER VALLEY RD											
	RESCUE, CA 95672											
	PV-260643	01/15/2026	SAFEMAY									24.07
	PV-260643	01/15/2026	SAFEMAY									11.99
												36.06

TOTAL PAYMENT AMOUNT 36.06 *

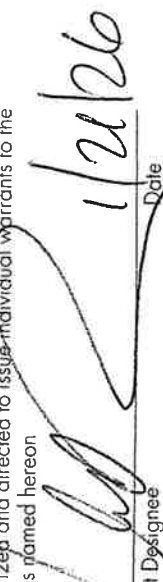
TOTAL BATCH PAYMENT 29,888.17 *** 0.00 29,888.17

TOTAL DISTRICT PAYMENT 29,888.17 **** 0.00 29,888.17

TOTAL FOR ALL DISTRICTS: 29,888.17 **** 0.00 29,888.17 ✓

Number of checks to be printed: 19, not counting voids due to stub overflows.
 Number of zero dollar checks: 1, will be printed.
 closed: 0
 not closed: 1

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

 1/21/26
 District Designee Date

Vendor/Addr Remit name Description Tax ID num Deposit type ABA num Account num EE ES E-Term E-ExtRef
 Req Reference Date 102582/00 US BANK EQUIPMENT FINANCE FD RESC Y OBJT GOAL FUNC LC1 LOC2 L3 SCH T9MPS Liq Amt Net Amount

102582/00 US BANK EQUIPMENT FINANCE
 PO BOX 790448
 ST LOUIS, MO 63179-0448

PV-260666	01/28/2026	574122750	02202026	RUSD COPY	01-0000-0-5633-0000-7200-080-0000-00-000	NN				33.16
PV-260666	01/28/2026	574122750	02202026	RUSD COPY	01-1100-0-5633-1110-1000-020-0000-90-000	NN				134.56
PV-260666	01/28/2026	574122750	02202026	RUSD COPY	01-1100-0-5633-1110-1000-021-0000-91-000	NN				292.09
PV-260666	01/28/2026	574122750	02202026	RUSD COPY	01-1100-0-5633-1110-1000-028-0000-98-000	NN				378.30
PV-260666	01/28/2026	574122750	02202026	RUSD COPY	01-1100-0-5633-1110-1000-027-0000-97-000	NN				362.46
PV-260666	01/28/2026	574122750	02202026	RUSD COPY	01-8150-0-5633-0000-8110-085-0000-00-000	NN				6.26
PV-260666	01/28/2026	574122750	02202026	RUSD COPY	01-1100-0-5633-1110-1000-024-0000-94-000	NN				337.60
PV-260666	01/28/2026	574122750	02202026	RUSD COPY	01-1100-0-5633-1110-1000-026-0000-96-000	NN				262.82
PV-260666	01/28/2026	574122750	02202026	RUSD COPY	01-1100-0-5633-1110-1000-022-0000-92-000	NN				362.58
PV-260666	01/28/2026	574122750	02202026	RUSD COPY	01-0842-0-5633-0000-3600-083-0000-00-000	NN				6.26
PV-260666	01/28/2026	574122750	02202026	RUSD COPY	01-0000-0-5690-1110-1000-081-0000-00-000	NN				3,422.89
PV-260666	01/28/2026	574122750	02202026	RUSD COPY	01-0000-0-5690-0000-7200-081-0000-00-000	NN				448.86
PV-260666	01/28/2026	574122750	02202026	RUSD COPY						6,047.84

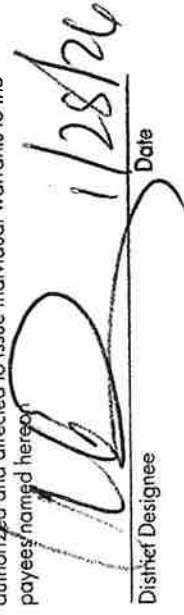
TOTAL PAYMENT AMOUNT 6,047.84 *

TOTAL BATCH PAYMENT	114,400.88 ***	0.00	114,400.88
TOTAL DISTRICT PAYMENT	114,400.88 ****	0.00	114,400.88
TOTAL FOR ALL DISTRICTS:	114,400.88 ****	0.00	114,400.88

Number of checks to be printed: 18, not counting voids due to stub overflows.
 Number of zero dollar checks: 1, will be printed.

not closed: 1

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

 1/28/26
 Date
 District Designee

015 RESCUE UNION SCHOOL DISTRICT J58244 ACCOUNTS PAYABLE PRELIST
0056 01 26 2026 AH BATCH: 0056 0056 01 29 2026 AH
APY500 L.00.25 01/28/26 13:49 PAGE 10
<< Held for Audit >>

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

106869/00	SWEET, HEATHER (EMPLOYEE REIMBURSE) 6394 YONDER HILL ROAD PLACERVILLE, CA 95667	#80846280	13-5310-0-9598-0000-0000-00-000 NN	8.69
			TOTAL PAYMENT AMOUNT	8.69 *

103594/00	SWEETWATER SOUND INC 5501 US HIGHWAY 30 W FORT WAYNE, IN 46818
265675	PO-260658 01/09/2026 48070946
	L 01-9426-0-4400-1110-1000-000-0034-00-000 NN F
	TOTAL PAYMENT AMOUNT
	2,261.90 *
	2,261.90
	2,261.90

107151/00	THE FARMERS MARKETPLACE 195 ELM AVE AUBURN, CA 95603
265686	P0-260665 01/13/2026 50440
	1 13-5310-0-4710-0000-3700-000-00-000 NN P
	TOTAL PAYMENT AMOUNT
	762.15 *
	762.15
	762.15

100001/00	VERIZON WIRELESS P O BOX 660108 DALLAS, TX 75266-0108		
265453 PO-260429	01/18/2026 6133875790 12/19-01/18/26	1 01-0000-0-5901-0000-7600-081-0000-00-000 NN P	528.29
	TOTAL PAYMENT AMOUNT	528.29 *	528.29

	8.58
105374/00 WAYNES LOCKSMITH INC	
669 PLACERVILLE DRIVE	
PLACERVILLE, CA 95667	
265222 PO-260206 01/15/2026 i17875	8.58
TOTAL PAYMENT AMOUNT	8.58 *
1 01-8150-0-4300-0000-8110-085-0000-00-000 NN P	8.58
	8.58

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

payees named hereon



District Designee

Date 12/8/60

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Number of checks to be printed: 38, not counting voids due to stub overflows.
Number of zero dollar checks: 1, will be printed.
                                closed: 0
                                not closed: 1

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01 GENERAL FUND

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
260679	4 IMPRINT	Athletics tent	1,005.54	Marina Village School
260674	ARNOLD'S FOR AWARDS	name plates	16.45	Lake Forest School
260681	CHROMEBOOKPARTS.COM	Chromebook parts -36	3,416.99	DISTRICTWIDE SERVICES
260676	FOLLETT CONTENT SOLUTIONS LLC	MV -lost damaged bk replacemen	452.51	DISTRICTWIDE SERVICES
260682	MAR-CAL	Health Office Stu Files	70.49	Lake Forest School
260687	RENAISSANCE LEARNING INC	eduCLIMBER - 4 years	71,860.00	DISTRICTWIDE SERVICES
260677	RIVERSIDE COMMUNITY CARE INC	PG-SOS renewal Lauren Todoroff	500.00	DISTRICTWIDE SERVICES
260673	RUSD CONFERENCE	EDCOE Step Up to Writing Train	326.00	Pleasant Grove Middle School
260678	RUSD CONFERENCE	B Cain CBDA - CASMEC conferenc	370.00	Marina Village School
260686	RUSD CONFERENCE	Responsive Classroom Conferenc	5,310.08	Rescue School
260675	SCHOOL SERVICES OF CALIFORNIA	FISCAL AND MGMT INFO SERVICES	1,640.00	DISTRICTWIDE SERVICES
260683	SCHOOL SPECIALTY LLC	laminates	290.72	Lake Forest School
260680	TARPS NOW	Track / Athletics cover	766.53	Marina Village School
260669	TEACHTOWN	Special Ed Curriculum	57,490.93	Student Support Services
260684	TYPING AGENT LLC	Typing Agent - 3 year renewal	6,960.00	DISTRICTWIDE SERVICES
260685	UBEO BUSINESS SERVICES	Open PO - Copier Supply 25-26	100.00	Pleasant Grove Middle School
		TOTAL FUND	150,576.24	
		TOTAL DISTRICT	150,576.24	

FUND	AMOUNT
01 GENERAL FUND	150,576.24
TOTAL DISTRICT	150,576.24

Regulation 5145.13: Response To Immigration Enforcement

Status: DRAFT

Original Adopted Date: 06/19/2018 | Last Reviewed Date: 02/10/2026

Pursuant to Education Code 234.7, as amended by AB 495 (Ch. 664, Statutes of 2025), districts are mandated to update their policies by March 1, 2026, with language

Responding to Requests for Information or Documents

Education Code 234.7, as amended by AB 495, prohibits district staff, to the extent practicable, from disclosing or providing in writing, verbally, or in any other manner records.

Upon receiving any request by an officer or employee of an agency conducting immigration enforcement for information about a student, a student's family or household to the extent practicable, unless any of the following apply: (Education Code 234.7; 34 CFR 99.30, 34 CFR 99.31)

1. The request is for student directory information

District staff shall respond to the request in accordance with Board Policy/Administrative Regulation 5125.1 - Release of Directory Information.

2. The district is required to release the records or information by state or federal law, in order to administer a state or federally supported educational program, or
3. For records or information about a student or a student's family or household, the parent/guardian has provided written consent unless prohibited by a valid judicial dependency or, if the student is at least 18 years of age, the student has provided written consent

Such written consent shall include all of the following: (34 CFR 99.30)

- a. The signature and signature date of the parent/guardian, or student if the student is at least 18 years of age
- b. A description of the records to be disclosed
- c. The reason for the release of information
- d. The parties or class of parties receiving the information
- e. A copy of the records to be released, if requested by the parent/guardian or student

Responding to Requests for Access to Students or for Access to District-Provided Transportation, Nonpublic Area of District Property or Facility, or Nonpublic Area

Under the Fourth Amendment to the U.S. Constitution, an officer or employee of an agency conducting immigration enforcement may enter district-provided transportation program or activity is occurring without a valid judicial warrant or court order if an authorized district employee gives permission. Education Code 234.7, as amended except where applicable, district staff are prohibited from granting permission to an officer or employee of an agency conducting immigration enforcement to enter a school which school-sponsored program or activity is occurring.

Education Code 234.7 does not address granting permission to enter district property or facilities that are not district schools, such as a district's administrative office development. However, Government Code 7285.1 prohibits districts staff from providing voluntary consent to an immigration enforcement agent to enter any nonpublic

Responding to Immigration Enforcement Activity on District Property

Pursuant to Education Code 32282, as amended by SB 98 (Ch. 124, Statutes of 2025)

When any officer or employee of an agency conducting immigration enforcement is actually or imminently present on district property, district staff shall notify staff in accordance with Board Policy/Administrative Regulation 0450 - Comprehensive Safety Plan.

Due to federal preemption, state law may not require or permit district staff to obstruct, interfere with, or otherwise impede, or attempt to obstruct, interfere with, or impede their actions and shall, at all times, obey any direction from such officers or employees.

After all officers and employees of an agency conducting immigration enforcement leave, each district staff member who observed or interacted with them may provide

Family Code 6552, as amended by AB 495, changes the definition of "relative", for purposes of a Caregiver's Authorization Affidavit, to include any adult who is related to the student, stepsiblings, and all relatives whose status is preceded by the words "great," "great-great," or "grand."

In the event that a student's parent/guardian is detained or deported, the Superintendent or designee shall release the student to the person(s) designated in the student's affidavit on behalf of the student. The Superintendent or designee shall only contact child protective services if district personnel are unable to arrange for the timely care of the student on a caregiver's authorization affidavit. (Education Code 234.7)

CSBA NOTE: Education Code 48204.4 provides that a student complies with district residency requirements if the student's parent/guardian was a resident of California at the time of the parent/guardian, a lawful order from a court or government agency authorizing removal, or removal or departure pursuant to the federal Immigration and Naturalization Service

In an instance where a student's parent/guardian was detained or deported, the Superintendent or designee shall notify the student, as well as the individuals designated on the student's affidavit on behalf of the student, that the student continues to meet the residency requirements for attendance in the district if the student and the student's parent

Responding to Requests for Information

Unless authorized by the Family Educational Rights and Privacy Act pursuant to 20 USC 1232g, student information shall not be disclosed to immigration law enforcement authorities without parental consent, a court order, or judicial subpoena. The Superintendent or designee shall annually notify parents/guardians that the district will not release student information to third parties for immigration enforcement purposes, unless the parent/guardian consents or as required to do so by a court order or judicial subpoena.

Upon receiving any verbal or written request for information related to a student's or family's immigration or citizenship status, district staff shall:

1. Notify the Superintendent or designee about the information request

2. Provide students and families with appropriate notice and a description of the immigration officer's request
3. Document any request for information by immigration authorities
4. Provide students and parents/guardians with any documents provided by the immigration enforcement officer, unless such disclosure is prohibited by a subpoena served on the district or in cases involving investigations of child abuse, neglect, or dependency

Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination. (Government Code 8310.3)

Responding to Requests for Access to Students or School Grounds

District staff shall receive parent/guardian consent before a student is interviewed or searched by any officer seeking to enforce civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge or a valid, effective court order. A student's parent/guardian shall be immediately notified if a law enforcement officer requests or gains access to the student for immigration enforcement purposes, unless the judicial warrant or subpoena restricts disclosure to the parent/guardian.

All visitors and outsiders, including immigration enforcement officers, shall register with the principal or designee upon entering school grounds during school hours. Each visitor or outsider shall provide the principal or designee with his/her name, address, occupation, age if less than 21, purpose in entering school grounds, proof of identity, and any other information required by law. (Penal Code 627.2, 627.3)

District staff shall report the presence of any immigration enforcement officers to on-site district police and other appropriate administrators:

As early as possible, district staff shall notify the Superintendent or designee of any request by an immigration enforcement officer for access to the school or a student or for review of school documents, including service of lawful subpoenas, petitions, complaints, warrants, or other such documents:

In addition, district staff shall take the following actions in response to an officer present on the school campus specifically for immigration enforcement purposes:

1. Advise the officer that before school personnel can respond to the officer's request, they must first receive notification and direction from the Superintendent or designee, except under exigent circumstances that necessitate immediate action
2. Request to see the officer's credentials, including his/her name and badge number, and the phone number of the officer's supervisor, and note or make a copy of all such information
3. Ask the officer for his/her reason for being on school grounds and document the response
4. Request that the officer produce any documentation that authorizes his/her school access
5. Make a copy of all documents produced by the officer and retain one copy for school records
6. If the officer declares that exigent circumstances exist and demands immediate access to the campus, comply with the officer's orders and immediately contact the Superintendent or designee
7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation, as follows:
 - a. If the officer has an Immigrations and Customs Enforcement (ICE) administrative warrant, district staff shall inform the agent that they cannot consent to any request without first consulting with the district's legal counsel or other designated district official.
 - b. If the officer has a federal judicial warrant, such as a search and seizure warrant or an arrest warrant signed by a federal judge or magistrate, district staff shall promptly comply with the warrant. If feasible, district staff shall consult with the district's legal counsel or designated administrator before providing the officer with access to the person or materials specified in the warrant.
 - c. If the officer has a subpoena for production of documents or other evidence, district staff shall inform the district's legal counsel or other designated official of the subpoena and await further instructions as to how to proceed.
8. Do not attempt to physically impede the officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If an officer enters the premises without consent, district staff shall document the officer's actions while on campus.
9. After the encounter with the officer, promptly make written notes of all interactions with the officer, including:
 - a. A list or copy of the officer's credentials and contact information
 - b. The identity of all school personnel who communicated with the officer
 - c. Details of the officer's request
 - d. Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant or subpoena, and whether the warrant or subpoena was signed by a judge
 - e. District staff's response to the officer's request
 - f. Any further action taken by the officer
 - g. A photo or copy of any documents presented by the officer
10. Provide a copy of these notes and associated documents collected from the officer to the district's legal counsel or other designated district official

The district's legal counsel or other designated official shall submit a timely report to the Governing Board regarding the officer's requests and actions and the district's responses. (Education Code 234.7)

The Superintendent or designee shall also email the Bureau of Children's Justice in the California Department of Justice (BCJ@doj.ca.gov) regarding any attempt by a law enforcement officer to access a school site or a student for immigration enforcement purposes.

Responding to the Detention or Deportation of Student's Family Member

The Superintendent or designee shall encourage students and their families to update their emergency contact information as needed throughout the school year and to provide alternative contacts, including an identified trusted adult guardian, in case a student's parent/guardian is detained or is otherwise unavailable. The

Superintendent or designee shall notify students' families that information provided on the emergency cards will only be used in response to specific emergency situations and not for any other purpose.

The Superintendent or designee shall also encourage all students and families to learn their emergency phone numbers and be aware of the location of important documentation, including birth certificates, passports, social security cards, physicians' contact information, medication lists, lists of allergies, and other such information that would allow the students and families to be prepared in the event that a family member is detained or deported.

In the event that a student's parent/guardian is detained or deported by federal immigration authorities, the Superintendent or designee shall release the student to the person(s) designated in the student's emergency contact information or to any individual who presents a caregiver's authorization affidavit on behalf of the student. The Superintendent or designee shall only contact child protective services if district personnel are unable to arrange for the timely care of the student by the person(s) designated in the emergency contact information maintained by the school or identified on a caregiver's authorization affidavit.

The Superintendent or designee shall notify a student whose parent/guardian was detained or deported that the student continues to meet the residency requirements for attendance in a district school, provided that the parent/guardian was a resident of California and the student lived in California immediately before he/she moved out of state as a result of the parent/guardian's departure. (Education Code 48204.4)

The Superintendent or designee may refer a student or his/her family members to other resources for assistance, including, but not limited to, an ICE detainee locator, legal assistance, or the consulate or embassy of the parent/guardian's country of origin.

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Board Policy (BP) and Administrative Regulation (AR) 1445

RECOMMENDATION:

The Superintendent recommends the Board adopt BP/AR 1445 to align district policy and administrative practices with the requirements of California Assembly Bill 495.

BACKGROUND:

Signed into law on October 12, 2025, Assembly Bill 495 (Family Preparedness Plan Act of 2025) ensures child stability during crises, such as immigration enforcement, incarceration, or medical emergencies. It enables parents to designate temporary guardians, standardizes caregiver authorization for school enrollment, and establishes limitations on the disclosure of student and family immigration-related information.

STATUS:

BP/AR 1445 is a revised version of an older BP/AR (5145.13) that aligns district policy and administrative practices with the requirements of California Assembly Bill 495.

FISCAL IMPACT:

N/A

BOARD GOAL(S):

I. CONTINUOUS IMPROVEMENT

Create and promote practices and environments that foster a culture of continuous improvement by systematically analyzing data, engaging in reflective dialogue, and implementing evidence-based strategies to enhance student learning outcomes, staff professional growth, and overall district performance. **Reflected in LCAP GOAL(S) 1-2-3**

II. STUDENT SUPPORT

- A. Student Safety and Well Being: Enhance and encourage social, emotional, ethical and civic learning by providing a safe, supportive and diverse environment. **Reflected in LCAP GOAL 2**
- B. Curriculum and Instruction: Provide a meaningful, innovative learning experience using content standards, research-based instructional methodology, effective instructional materials, staff development and technology that will ensure student success while in our District and beyond. **Reflected in LCAP GOAL 1**
- C. Environment: Foster an engaging learning environment that motivates students to take ownership of their learning and personal academic growth. **Reflected in LCAP GOAL 2**

III. STAFF SUPPORT

Attract and retain diverse, knowledgeable, dedicated individuals who are skilled and supported in their commitment to provide quality education for our students. **Reflected in LCAP GOAL(S) 1-2-3**

IV. COMMITMENT TO COMMUNITY

- A. Communication: Establish and maintain consistent and effective communication that is transparent and timely to foster meaningful engagement, share valuable information, and enhance the knowledge and involvement of our District community. **Reflected in LCAP GOAL 3**
- B. Connectedness: Foster a strong sense of community connectedness by building partnerships with local organizations, creating opportunities for family involvement, and encouraging community participation in school events to support student success and well-being. **We will explore an LCAP GOAL(s) for this in Spring 2025**

V. FISCAL ACCOUNTABILITY

Keep the district fiscally solvent and stable through prudent LCAP aligned budget processes in order to meet the needs of all of our students, staff and schools. **Reflected in LCAP GOAL(S) 1-2-3**

VI. FACILITIES MANAGEMENT

Build, maintain, and improve facilities to provide safe school and work settings that also meet current and future educational needs. **Reflected in LCAP GOAL 3**

Policy 5145.13: Response To Immigration Enforcement

Status: DRAFT

Original Adopted Date: 06/19/2018 | **Last Reviewed Date:** 02/10/2026

Pursuant to Education Code 234.7, as amended by AB 495 (Ch. 664, Statutes of 2025), districts are mandated to update their policies by March 1, 2026, with language that is equivalent to the model policy language (2025 MPL) developed by the California Attorney General:

The Governing Board is committed to the success of all students and to providing a safe and welcoming place for students, their families, and staff irrespective of their citizenship or immigration status.

Unless required by state or federal law, required to administer a state or federally supported educational program, or presented with a valid judicial subpoena, judicial warrant, or court order, district staff shall not do any of the following:

1. Solicit or collect information or documents regarding the citizenship or immigration status of a student or the student's family members (Education Code 234.7)
2. Seek or require information or documents, to the exclusion of other permissible information or documents, regarding the citizenship or immigration status of a student or the student's family members (Education Code 234.7)

Education Code 234.7, as amended by AB 495 prohibits district staff to the extent practicable, to disclose or provide in writing, verbally, or in any other manner to an officer or employee of an agency conducting immigration enforcement:

- a. The education records of or any information about a student or a student's family or household such as personal information as defined in Civil Code 1798.3, information about a student's home, or information about a student's travel schedule without parent/guardian written consent (Education Code 234.7)
- b. The personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee information (Education Code 234.7; Government Code 7285.2)

Under the Fourth Amendment to the U.S. Constitution, an officer or employee of an agency conducting immigration enforcement may enter district-provided transportation, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring without a valid judicial warrant or court order if an authorized district employee grants permission. Education Code 234.7, as amended by AB 495, removes the authority of any district employee to grant such permission. Specifically, unless an exception applies, district staff are prohibited from granting permission to an officer or employee of an agency conducting immigration enforcement to enter a school bus or other transportation provided by the district, a nonpublic area of a school, or a nonpublic area where any school-sponsored program or activity is occurring.

Education Code 234.7 does not address granting permission to enter district property or facilities that are not district schools, such as a district's administrative offices, or district-sponsored activities that are not school-sponsored activities, such as district-wide professional development. However, Government Code 7285.1 prohibits district staff from providing voluntary consent to an immigration enforcement agent to enter any nonpublic area of a place of labor.

4. Grant permission to an officer or employee of an agency conducting immigration enforcement to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring (Education Code 234.7; Government Code 7285.1)

Due to federal preemption, state law may not require or permit district staff to obstruct, interfere with, or otherwise impede an officer or employee of an agency conducting immigration enforcement who nonetheless enters district-provided transportation, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring.

Education Code 234.7, as amended by AB 495, requires the Superintendent report to the Board in a timely manner any requests by an officer or employee of an agency conducting immigration enforcement for any of the following: (Education Code 234.7)

1. Education records of or any information about a student or a student's family or household
2. Personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee information
3. Permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring

Such reports shall be provided in a manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)

Education Code 234.1 mandates that districts adopt policy prohibiting discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in Education Code 220 and Penal Code 422.55.

In accordance with law, Board Policy 0410 - Nondiscrimination in District Programs and Activities, and Board Policy 5145.3 - Nondiscrimination/Harassment, no student shall be denied equal rights and opportunities, nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in the district's programs and activities on the basis of the student's or family's immigration status or for the refusal to provide information related to the student's or family's immigration status. (Education Code 200, 220, 234.1)

Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination. (Government Code 8310.3)

Pursuant to Education Code 234.7, as amended by AB 495 the Superintendent or designee shall provide parents/guardians with information and notifications as specified in Education Code 234.7, including information regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement.

The Superintendent or designee shall develop procedures for, and may provide training to staff on, interactions with an officer or employee of an agency conducting

1. Education records of or any information about a student or a student's family or household

2. Personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee i

3. Permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area wher

Complaints alleging discrimination, harassment, intimidation, and bullying based on actual or perceived immigration status shall be filed in accordance with Board Poli

The Superintendent or designee shall provide to the California Department of Education, upon request and in the manner requested, copies of this policy, any associa
Code 234.7.

~~The Governing Board is committed to the success of all students and believes that every school site should be a safe and welcoming place for all students and their families irrespective of their citizenship or immigration status:~~

~~District staff shall not solicit or collect information or documents regarding the citizenship or immigration status of students or their family members or provide assistance with immigration enforcement at district schools, except as may be required by state and federal law. (Education Code 234.7)~~

~~No student shall be denied equal rights and opportunities nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in the district's programs and activities on the basis of his/her immigration status. (Education Code 200, 220, 234.1)~~

~~The Superintendent or designee shall notify parents/guardians regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement. (Education Code 234.7)~~

~~Consistent with requirements of the California Office of the Attorney General, the Superintendent or designee shall develop procedures for addressing any requests by a law enforcement officer for access to district records, school sites, or students for the purpose of immigration enforcement:~~

~~Teachers, school administrators, and other school staff shall receive training regarding immigration issues, including information on responding to a request from an immigration officer to visit a school site or to have access to a student.~~

~~The Superintendent or designee shall report to the Board in a timely manner any requests for information or access to a school site by an officer or employee of a law enforcement agency for the purpose of enforcing the immigration laws. Such notification shall be provided in a manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)~~

Regulation 5141.21: Administering Medication And Monitoring Health Conditions

Status: DRAFT

Original Adopted Date: 09/01/2004 | **Last Revised Date:** 11/15/2022 | **Last Reviewed Date:** 02/10/2026

Definitions

Authorized health care provider means an individual who is licensed by the State of California to prescribe or order medication, including, but not limited to, a physician.

Other designated school personnel means any individual employed by the district, including a nonmedical school employee, who has volunteered or consented to administer or assist the student in the administration of the medication. (5 CCR 601, 621)

Medication may include not only a substance dispensed in the United States by prescription, but also a substance that does not require a prescription, such as over-the-counter medication.

Epinephrine auto-injector means a disposable delivery device designed for the automatic injection of a premeasured dose of epinephrine into the human body to prevent anaphylaxis.

Anaphylaxis means a potentially life-threatening hypersensitivity to a substance, which may result from an insect sting, food allergy, drug reaction, exercise, or other causes, including hives, itching, swelling, shock, or asthma. (Education Code 49414)

Opioid antagonist means naloxone hydrochloride or another drug approved by the federal Food and Drug Administration that, when administered, negates or neutralizes the effects of an opioid overdose. (Education Code 49414.3)

Albuterol means a bronchodilator used to open the airways by relaxing the muscles around the bronchial tubes. (Education Code 49414.7)

Inhaler means a device used for the delivery of prescribed asthma medication that is inhaled. (Education Code 49414.7)

Notifications to Parents/Guardians

At the beginning of each school year, the Superintendent or designee shall notify parents/guardians of the options available to students who need to take prescribed medication. (Education Code 49480)

In addition, the Superintendent or designee shall inform the parents/guardians of any student on a continuing medication regimen for a nonepisodic condition of the following:

1. The parent/guardian is required to inform the school nurse or other designated employee of the medication being taken, the current dosage, and the name of the physician.
2. With the parent/guardian's consent, the school nurse or other designated employee may communicate with the student's physician regarding the medication and the student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose.

When a student requires medication during the school day in order to participate in the educational program, the Superintendent or designee shall, as appropriate, inform the Individuals with Disabilities Education Act (20 USC 1400-1482) or Section 504 of the federal Rehabilitation Act of 1973 (29 USC 794).

Parent/Guardian Responsibilities

The responsibilities of the parent/guardian of any student who may need medication during the school day shall include, but are not limited to:

1. Submitting the parent/guardian written statement and the authorized health care provider's written statement each school year as described in the sections "Parent/Guardian Statement" and "Authorized Health Care Provider Statement" and providing a new authorized health care provider's statement if the medication, dosage, frequency of administration, or reason for administration changes. (Education Code 49480)
2. If the student is on a continuing medication regimen for a nonepisodic condition, informing the school nurse or other designated certificated employee of the medication and the student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose, when needed. (Education Code 49480)
3. Providing medications in properly labeled, original containers along with the authorized health care provider's instructions. For prescribed or ordered medication, the parent/guardian shall also provide the name and phone number of the authorized health care provider. (5 CCR 606)

Parent/Guardian Statement

When district employees are to administer medication to a student, the parent/guardian's written statement shall:

1. Identify the student.
2. Grant permission for an authorized district representative to communicate directly with the student's authorized health care provider and pharmacist, as may be necessary, regarding the medication.
3. Contain an acknowledgment that the parent/guardian understands how district employees will administer the medication or otherwise assist the student in its administration.
4. Contain an acknowledgment that the parent/guardian understands the responsibilities to provide a written statement from the authorized health care provider, to be in possession of the medication, and to provide all necessary supplies and equipment.
5. Contain an acknowledgment that the parent/guardian understands the right to terminate the consent for the administration of the medication or for otherwise assisting the student in its administration.

In addition to the requirements in Items #1-5 above, if a parent/guardian has requested that the student be allowed to carry and self-administer prescription auto-injector, the statement shall also include:

1. Consent to the self-administration.
2. Release the district and school personnel from civil liability if the student suffers an adverse reaction as a result of self-administering the medication.

In addition to the requirements in Items #1-5 above, if a parent/guardian wishes to designate an individual who is not an employee of the district to administer medication, the statement shall also include:

1. The individual's willingness to accept the designation.

2. That the individual is permitted to be on the school site
3. Any limitations on the individual's authority

Health Care Provider Statement

When any district employee is to administer prescribed medication to a student, or when a student is to be allowed to carry and self-administer prescribed medication

1. Clear identification of the student (Education Code 49423, 49423.1; 5 CCR 602)
2. The name of the medication (Education Code 49423, 49423.1; 5 CCR 602)
3. The method, amount, and time schedules by which the medication is to be taken (Education Code 49423, 49423.1; 5 CCR 602)
4. If a parent/guardian has requested that the student be allowed to self-administer medication, confirmation that the student is able to self-administer the medication
5. For medication that is to be administered by unlicensed personnel, confirmation by the student's health care provider that the medication may safely and appropriately be administered
6. For medication that is to be administered on an as-needed basis, the specific symptoms that would necessitate administration of the medication, allowable frequency, and duration of use
7. Possible side effects of the medication
8. Name, address, telephone number, and signature of the student's authorized health care provider

For self-administration of inhaled asthma medication, the district shall accept a written statement from a physician or surgeon contracted with a health plan licensed under the Health Care Services Act to include the name and contact information for the physician or surgeon. (Education Code 49423.1)

District Responsibilities

The Superintendent or designee shall ensure that any unlicensed school personnel authorized to administer medication to a student receives appropriate training from the district.

The school nurse or other designated school personnel shall:

1. Administer or assist in administering medication in accordance with the authorized health care provider's written statement
2. Accept delivery of medications from parents/guardians and count and record them upon receipt
3. Maintain a list of students needing medication during the school day, including those authorized to self-administer medication, and maintain on the list the type of medication and the student's name
4. Maintain for each student a medication log which may:
 - a. Specify the student's name, medication, dose, method of administration, time of administration during the regular school day, date(s) on which the student is to take the medication
 - b. Contain space for daily recording of the date, time, and amount of medication administered, and the signature of the individual administering the medication
5. Maintain for each student a medication record which may include the authorized health care provider's written statement, the parent/guardian's written statement, and the student's signature
6. Ensure that student confidentiality is appropriately maintained
7. Coordinate and, as appropriate, ensure the administration of medication during field trips and other school-related activities
8. Report to a student's parent/guardian and the site administrator any refusal by the student to take the medication
9. Keep all medication to be administered by the district in a locked drawer or cabinet
10. As needed, communicate with a student's authorized health care provider and/or pharmacist regarding the medication and its effects
11. Counsel other designated school personnel regarding the possible effects of a medication on a student's physical, intellectual, and social behavior, as well as possible side effects
12. Ensure that any unused, discontinued, or outdated medication is returned to the student's parent/guardian at the end of the school year or, if the medication cannot be returned, destroyed
13. In the event of a medical emergency requiring administration of medication, provide immediate medical assistance, directly observe the student following the administration of medication, and return the student to class, rest in the school office, or receive further medical assistance
14. Report to the site administrator, the student's parent/guardian, and, if necessary, the student's authorized health care provider any instance when a medication is administered to a student in accordance with the authorized health care provider's written statement

Emergency Epinephrine Auto-Injectors and Emergency Albuterol Inhalers

The Superintendent or designee shall provide epinephrine auto-injectors to school nurses or other trained personnel who have volunteered to administer them in an emergency. A trained volunteer may administer an epinephrine auto-injector to provide emergency medical aid to any person suffering, or reasonably believed to be suffering, from an allergic reaction, including the holder of an Activity Supervisor Clearance Certificate who has received specified training. (Education Code 49414)

Additionally, the Superintendent or designee may make emergency stock albuterol inhalers available to school nurses and trained personnel who have volunteered to administer them in an emergency. (Education Code 49414.7)

At least once per school year, the Superintendent or designee shall distribute to all employees a notice requesting volunteers to be trained to administer epinephrine auto-injectors and albuterol inhalers. Such notice shall also describe the training that the volunteers will receive. (Education Code 49414, 49414.7)

The principal or designee at each school may designate one or more volunteers to receive initial and annual refresher training, which shall be provided by a school nurse or other qualified supervisor of health, or a district administrator if the district does not have a qualified supervisor of health, shall obtain a prescription from a manufacturer or wholesaler. (Education Code 49414.7)

A school nurse or other qualified supervisor of health, or a district administrator if the district does not have a qualified supervisor of health, shall obtain a prescription from a manufacturer or wholesaler. (Education Code 49414.7)

Elementary schools shall, at a minimum, be provided one adult (regular) and one junior epinephrine auto-injector. Secondary schools shall be provided at least one adult epinephrine auto-injector. (Education Code 49414)

The district shall store emergency epinephrine auto-injectors and stock albuterol inhalers in an accessible location, and shall specify such location in annual notices to parents. (Education Code 49414.7)

If either medication is used, the school nurse or other qualified supervisor of health shall restock the medication as soon as reasonably possible, but no later than two weeks after the expiration date. (Education Code 49414.7)

Any volunteer or trained personnel who administers either medication shall initiate emergency medical services or other appropriate medical follow up in accordance with local emergency medical services protocols. (Education Code 49414.7)

Information regarding defense and indemnification provided by the district for any and all civil liability for volunteers administering epinephrine auto-injectors and/or albuterol inhalers. (Education Code 49414.7)

A school may accept gifts, grants, and donations from any source for the support of the school in carrying out the requirements of Education Code 49414 or 49414.7 from a manufacturer or wholesaler. (Education Code 49414, 49414.7)

The Superintendent or designee shall maintain records regarding the acquisition and disposition of the described medications for a period of three years from the date of acquisition. (Education Code 49414.7)

Emergency Medication for Opioid Overdose

The district may elect to make emergency naloxone hydrochloride or another opioid antagonist available at schools for the purpose of providing emergency medical aid to students. To make this medication available, the Superintendent or designee shall evaluate the emergency medical response time to the school and determine whether initiating personnel to administer the medication. (Education Code 49414.3)

Additionally, if the district accepts emergency naloxone hydrochloride or another opioid antagonist from the county office of education (COE), the Superintendent or designee shall maintain records regarding the acquisition and disposition of the described medications for a period of three years from the date of acquisition. (Education Code 49414.8)

When available at the school site, the school nurse shall provide emergency naloxone hydrochloride or another opioid antagonist for emergency medical aid to any person who is experiencing an opioid overdose or suspected opioid overdose. Designated personnel who have volunteered and have received training may administer such medication when a school nurse or physician is unavailable and shall only do so if the person is experiencing an opioid overdose or suspected opioid overdose. (Health and Safety Code 1799.113)

At least once per school year, the Superintendent or designee shall distribute to all staff a notice requesting volunteers to be trained to administer naloxone hydrochloride or another opioid antagonist. The notice shall also include a statement that no benefit will be granted to any employee for rescinding the offer to volunteer. (Education Code 49414.3)

The principal or designee shall designate two or more volunteer employees to receive initial and annual refresher training, based on standards adopted by the SPI, regardless of whether the training is provided at no cost to the employee, conducted during regular working hours, and be provided by a school nurse or other qualified person designated by an authorized person. (Education Code 49414.3, 49414.8)

Each volunteer shall meet the minimum standards of training for the administration of an emergency opioid antagonist as specified in Education Code 49414.3 or shall be trained by the California Department of Public Health's website. (Education Code 49414.8)

Any prescription for naloxone hydrochloride or another opioid antagonist shall be obtained by a school nurse, other qualified supervisor of health, or, if the district does not have a qualified supervisor of health, by a district administrator. Such prescription may be filled by local or mail order pharmacies or manufacturers. (Education Code 49414.3)

If the medication is used, the school nurse, other qualified supervisor of health, or district administrator, as applicable, shall restock the medication as soon as reasonably possible, but no later than two weeks after the expiration date. (Education Code 49414.3, 49414.8)

Employees and volunteers that render emergency treatment at the scene of an opioid overdose or suspected opioid overdose by administering an opioid antagonist shall be immune from any civil or criminal liability for any willful or wanton misconduct. (Health and Safety Code 1799.113)

Information regarding defense and indemnification provided by the district for any and all civil liability for volunteers administering naloxone hydrochloride or another opioid antagonist. (Education Code 49414.3)

A school may accept gifts, grants, and donations from any source for the support of the school in carrying out the requirements of Education Code 49414.3, including from a manufacturer, or wholesaler. (Education Code 49414.3)

The Superintendent or designee shall maintain records regarding the acquisition and disposition of naloxone hydrochloride or another opioid antagonist for a period of three years from the date of acquisition. (Education Code 49414.8)

Anti-Seizure Medication

A school nurse or, if a school nurse is not onsite or available, a volunteer designated by the district may administer emergency anti-seizure medication to a student if the student's health care provider has prescribed the medication and the student is suffering from a seizure. (Education Code 49468.2)

Upon receipt of a request from the parent/guardian of a student diagnosed with seizures, a seizure disorder, or epilepsy who has been prescribed emergency anti-seizure medication, the district shall provide initial and annual refresher training regarding the emergency use of anti-seizure medication. (Education Code 49468.2)

In order to solicit volunteers, the district shall distribute a notice at least once, but no more than two times per school year, to all staff that includes the following information:

1. A description of the volunteer request stating that the request is for volunteers to be trained to recognize and respond to seizures, including training to administer anti-seizure medication to a student who is suffering from a seizure
2. A description of the training that the volunteer will receive
3. The right of an employee to rescind the offer to volunteer
4. A statement that there will be no retaliation against any individual for rescinding the offer to volunteer, including after receiving training

3. Providing medications in properly labeled, original containers along with the authorized health care provider's instructions. For prescribed or ordered medication, the container also shall bear the name and telephone number of the pharmacy, the student's identification, and the name and phone number of the authorized health care provider. (5 CCR 606)

Parent/Guardian Statement

When district employees are to administer or assist in the administration of medication to a student, the parent/guardian's written statement shall:

1. Identify the student
2. Grant permission for an authorized district representative to communicate directly with the student's authorized health care provider and pharmacist, as may be necessary, regarding the health care provider's written statement or any other questions that may arise with regard to the medication
3. Contain an acknowledgment that the parent/guardian understands how district employees will administer the medication or otherwise assist the student in its administration
4. Contain an acknowledgment that the parent/guardian understands his/her responsibilities to enable district employees to administer or otherwise assist the student in the administration of medication, including, but not limited to, the parent/guardian's responsibility to provide a written statement from the authorized health care provider, to ensure that the medication is delivered to the school in a proper container by an individual legally authorized to be in possession of the medication, and to provide all necessary supplies and equipment
5. Contain an acknowledgment that the parent/guardian understands that he/she may terminate the consent for the administration of the medication or for otherwise assisting the student in the administration of medication at any time

In addition to the requirements in items #1-5 above, if a parent/guardian has requested that his/her child be allowed to carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication, or prescribed diabetes medication the parent/guardian's written statement shall: (Education Code 49423, 49423.1)

1. Consent to the self-administration
2. Release the district and school personnel from civil liability if the student suffers an adverse reaction as a result of self-administering the medication

In addition to the requirements in items #1-5 above, if a parent/guardian wishes to designate an individual who is not an employee of the district to administer medication to his/her child, the parent/guardian's written statement shall clearly identify the individual and shall state:

1. The individual's willingness to accept the designation
2. That the individual is permitted to be on the school site
3. Any limitations on the individual's authority

Health Care Provider Statement

When any district employee is to administer prescribed medication to a student, or when a student is to be allowed to carry and self-administer prescribed medication during school hours, the authorized health care provider's written statement shall include:

1. Clear identification of the student (Education Code 49423, 49423.1; 5 CCR 602)
2. The name of the medication (Education Code 49423, 49423.1; 5 CCR 602)
3. The method, amount, and time schedules by which the medication is to be taken (Education Code 49423, 49423.1; 5 CCR 602)
4. If a parent/guardian has requested that his/her child be allowed to self-administer medication, confirmation that the student is able to self-administer the medication (Education Code 49414.5, 49423, 49423.1; 5 CCR 602)
5. For medication that is to be administered by unlicensed personnel, confirmation by the student's health care provider that the medication may safely and appropriately be administered by unlicensed personnel (Education Code 49423, 49423.1; 5 CCR 602)
6. For medication that is to be administered on an as-needed basis, the specific symptoms that would necessitate administration of the medication, allowable frequency for administration, and indications for referral for medical evaluation
7. Possible side effects of the medication
8. Name, address, telephone number, and signature of the student's authorized health care provider

For self-administration of inhaled asthma medication, the district shall accept a written statement from a physician or surgeon contracted with a health plan licensed pursuant to Health and Safety Code 1351.2. Such written statements shall be in English and Spanish, and shall include the name and contact information for the physician or surgeon. (Education Code 49423.1)

District Responsibilities

The Superintendent or designee shall ensure that any unlicensed school personnel authorized to administer medication to a student receives appropriate training from the school nurse or other qualified medical personnel.

The school nurse or other designated school personnel shall:

1. Administer or assist in administering medication in accordance with the authorized health care provider's written statement
2. Accept delivery of medications from parents/guardians and count and record all controlled medications upon receipt
3. Maintain a list of students needing medication during the school day, including those authorized to self-administer medication, and note on the list the type of medication and the times and dosage to be administered
4. Maintain for each student a medication log which will:
 - a. Specify the student's name, medication, dose, method of administration, time of administration during the regular school day, date(s) on which the

student is required to take the medication; and the authorized health care provider's name and contact information

- b. Contain space for daily recording of the date, time, and amount of medication administered; and the signature of the individual administering the medication
5. Maintain for each student a medication record which will include the authorized health care provider's written statement, the parent/guardian's written statement, the medication log, and any other written documentation related to the administration of medication to the student
6. Ensure that student confidentiality is appropriately maintained
7. Coordinate and, as appropriate, ensure the administration of medication during field trips and other school-related activities
8. Report to a student's parent/guardian and the site administrator any refusal by the student to take his/her medication
9. Keep all medication to be administered by district personnel in a locked drawer or cabinet
10. As needed, communicate with a student's authorized health care provider and/or pharmacist regarding the medication and its effects
11. Counsel other designated school personnel regarding the possible effects of a medication on a student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose
12. Ensure that any unused, discontinued, or outdated medication is returned to the student's parent/guardian at the end of the school year or, if the medication cannot be returned, dispose of it in accordance with state laws and local ordinances
13. In the event of a medical emergency requiring administration of medication, provide immediate medical assistance, directly observe the student following the administration of medication, call 911 and contact the student's parent/guardian, and determine whether the student should return to class, rest in the school office, or receive further medical assistance
14. Report to the site administrator, the student's parent/guardian, and, if necessary, the student's authorized health care provider any instance when a medication is not administered properly, including administration of the wrong medication or failure to administer the medication in accordance with authorized health care provider's written statement

Emergency Epinephrine Auto-Injectors

The Superintendent or designee shall provide epinephrine auto-injectors to school nurses or other employees who have volunteered to administer them in an emergency and have received training. The school nurse, or a volunteer employee when a school nurse or physician is unavailable, may administer an epinephrine auto-injector to provide emergency medical aid to any person suffering, or reasonably believed to be suffering, from potentially life-threatening symptoms of anaphylaxis at school or a school activity. (Education Code 49414)

At least once per school year, the Superintendent or designee shall distribute to all staff a notice requesting volunteers to be trained to administer an epinephrine auto-injector and describing the training that the volunteer will receive. (Education Code 49414)

The principal or designee at each school may designate one or more volunteers to receive initial and annual refresher training, which shall be provided by a school nurse or other qualified person designated by a physician and surgeon authorized pursuant to Education Code 49414 and shall be based on the standards developed by the Superintendent of Public Instruction (SPI). Written materials covering the required topics for training shall be retained by the school for reference. (Education Code 49414)

A school nurse or other qualified supervisor of health, or a district administrator if the district does not have a qualified supervisor of health, shall obtain a prescription for epinephrine auto-injectors for each school from an authorized physician and surgeon. Such prescription may be filled by local or mail order pharmacies or epinephrine auto-injector manufacturers. Elementary schools shall, at a minimum, be provided one adult (regular) and one junior epinephrine auto-injector. Secondary schools shall be provided at least one adult (regular) epinephrine auto-injector, unless there are any students at the school who require a junior epinephrine auto-injector. (Education Code 49414)

If an epinephrine auto-injector is used, the school nurse or other qualified supervisor of health shall restock the epinephrine auto-injector as soon as reasonably possible, but no later than two weeks after it is used. In addition, epinephrine auto-injectors shall be restocked before their expiration date. (Education Code 49414)

Information regarding defense and indemnification provided by the district for any and all civil liability for volunteers administering epinephrine auto-injectors shall be provided to each volunteer and retained in his/her personnel file. (Education Code 49414)

A school may accept gifts, grants, and donations from any source for the support of the school in carrying out the requirements of Education Code 49414, including, but not limited to, the acceptance of epinephrine auto-injectors from a manufacturer or wholesaler. (Education Code 49414)

The Superintendent or designee shall maintain records regarding the acquisition and disposition of epinephrine auto-injectors for a period of three years from the date the records were created. (Business and Professions Code 4117.2)

Emergency Medication for Opioid Overdose

When available at the school site, the school nurse shall provide emergency naloxone hydrochloride or another opioid antagonist for emergency medical aid to any person exhibiting potentially life-threatening symptoms of an opioid overdose at school or a school activity. Other designated personnel who have volunteered and have received training may administer such medication when a school nurse or physician is unavailable, and shall only administer the medication by nasal spray or auto-injector. (Education Code 49414.3)

At least once per school year, the Superintendent or designee shall distribute to all staff a notice requesting volunteers to be trained to administer naloxone hydrochloride or another opioid antagonist, describing the training that the volunteer will receive, and explaining the right of the volunteer to rescind the offer to volunteer at any time, including after receiving training. The notice shall also include a statement that no benefit will be granted to or withheld from any employee based on the offer to volunteer and that there will be no retaliation against any employee for rescinding the offer to volunteer. (Education Code 49414.3)

The principal or designee may designate one or more volunteer employees to receive initial and annual refresher training, based on standards adopted by the SPI, regarding the storage and emergency use of naloxone hydrochloride or another opioid antagonist. The training shall be provided at no cost to the employee, conducted during regular working hours, and be provided by a school nurse or other qualified person designated by an authorizing physician and surgeon. Written materials provided during the training shall be retained at the school for reference. (Education Code 49414.3)

A school nurse, other qualified supervisor of health, or, if the district does not have a qualified supervisor of health, a district administrator shall obtain a prescription for naloxone hydrochloride or another opioid antagonist for each school from an authorized physician and surgeon. Such prescription may be filled by local or mail order pharmacies or manufacturers. (Education Code 49414.3)

If the medication is used, the school nurse, other qualified supervisor of health, or district administrator, as applicable, shall restock the medication as soon as reasonably possible, but no later than two weeks after it is used. In addition, the medication shall be restocked before its expiration date. (Education Code 49414.3)

Information regarding defense and indemnification provided by the district for any and all civil liability for volunteers administering naloxone hydrochloride or another opioid antagonist for emergency aid shall be provided to each volunteer and retained in the employee's personnel file. (Education Code 49414.3)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State

5 CCR 600-611
 Bus. Code 2700-2837
 Bus. Code 3500-3546
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20 USC 1232g
 20 USC 1400-1482
 21 USC 812
 21 USC 844
 29 USC 794
 34 CFR 99.30

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[Program Advisory on Medication Administration, 2005](#)
[Glucagon Training Standards for School Personnel: Providing Emergency Medical Assistance to Pupils with Diabetes, May 2006](#)
[American Nurses Association v. Torlakson \(2013\) 57 Cal.4th 570](#)
 Helping the Student with Diabetes Succeed: A Guide for School Personnel, June 2003
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Policy 5141.21: Administering Medication And Monitoring Health Conditions

Status: DRAFT

Original Adopted Date: 09/01/2004 | **Last Revised Date:** 11/15/2022 | **Last Reviewed Date:** 02/10/2026

The Governing Board believes that regular school attendance is critical to student learning and that students who need to take medication prescribed or ordered for

Any medication prescribed for a student with a disability who is qualified to receive services under the Individuals with Disabilities Education Act or Section 504 of the program or Section 504 services plan, as applicable.

For the administration of medication to other students during school or school-related activities, the Superintendent or designee shall develop protocols which shall i individuals to do so on their behalf, and, with the student's authorized health care provider's approval, request the district's permission for the student to self-adminis a manner that preserves campus security, minimizes instructional interruptions, and promotes student safety and privacy.

The Superintendent or designee shall make epinephrine auto-injectors available at each school for providing emergency medical aid to any person suffering, or reason

In accordance with law, the Superintendent or designee may make naloxone hydrochloride or another opioid antagonist and stock albuterol inhalers available at each opioid overdose or respiratory distress. (Education Code 49414.3, 49414.7)

The Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators, to design procedures or me

Administration of Medication by School Personnel

When allowed by law, medication prescribed to a student by an authorized health care provider may be administered by a school nurse or, when a school nurse or oti unlicensed personnel for a particular student, by other designated school personnel with appropriate training. School nurses and other designated school personnel sl applicable, the written statement provided by the student's parent/guardian and authorized health care provider. Such personnel shall be afforded appropriate liabilit

The Superintendent or designee shall ensure that school personnel designated to administer any medication receive appropriate training and, as necessary, retraining how and when such medication should be administered, the recognition of symptoms and treatment, emergency follow-up procedures, and the proper documentatio provided with immediate communication access to, a school nurse, physician, or other appropriate individual.

The Superintendent or designee shall maintain documentation of the training and ongoing supervision, as well as annual written verification of competency of other c

This policy and regulation do not address situations in which a district might be engaged in a collaborative arrangement with another entity for the provision of school health services to students; see BP/AR 5141.6—School Health Services.

The Governing Board believes that regular school attendance is critical to student learning and that students who need to take medication prescribed for them by their authorized health care providers should have an opportunity to participate in the educational program.

Any medication prescribed for a student with a disability who is qualified to receive services under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973 shall be administered in accordance with the student's individualized education program or Section 504 services plan, as applicable.

For the administration of medication to other students during school or school-related activities, the Superintendent or designee shall develop protocols which shall include options for allowing a parent/guardian to administer medication to his/her child at school, designate other individuals to do so on his/her behalf, and, with the child's authorized health care provider's approval, request the district's permission for his/her child to self-administer a medication or self-monitor and/or self-test for a medical condition. Such processes shall be implemented in a manner that preserves campus security, minimizes instructional interruptions, and promotes student safety and privacy.

The Superintendent or designee shall make available epinephrine auto-injectors at each school for providing emergency medical aid to any person suffering, or reasonably believed to be suffering, from an anaphylactic reaction. (Education Code 49414)

The Superintendent or designee shall make naloxone hydrochloride or another opioid antagonist available for emergency medical aid to any person suffering, or reasonably believed to be suffering, from an opioid overdose. (Education Code 49414.3)

The Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators, to design procedures or measures for addressing an emergency such as a public disaster or epidemic.

Administration of Medication by School Personnel

When allowed by law, medication prescribed to a student by an authorized health care provider may be administered by a school nurse or, when a school nurse or other medically licensed person is unavailable and the physician has authorized administration of medication by unlicensed personnel for a particular student, by other designated school personnel with appropriate training. School nurses and other designated school personnel shall administer medications to students in accordance with law, Board policy, administrative regulation, and the written statement provided by the student's parent/guardian and authorized health care provider. Such personnel shall be afforded appropriate liability protection.

The Superintendent or designee shall ensure that school personnel designated to administer any medication receive appropriate training and, as necessary, retraining from qualified medical personnel before any medication is administered. At a minimum, the training shall cover how and when such medication should be administered, the recognition of symptoms and treatment, emergency follow-up procedures, and the proper documentation and storage of medication. Such trained, unlicensed designated school personnel shall be supervised by, and provided with immediate communication access to, a school nurse, physician, or other appropriate individual. (Education Code 49414, 49414.3, 49414.5, 49423, 49423.1)

The Superintendent or designee shall maintain documentation of the training and ongoing supervision, as well as annual written verification of competency of other designated school personnel.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

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5 CCR 600-611	Administering medication to students
Bus. Code 2700-2837	Nursing
Bus. Code 3500-3546	Physician assistants
Bus. Code 4119.2	Acquisition of epinephrine auto-injectors
Bus. Code 4119.8	Acquisition of naloxone hydrochloride or another opioid antagonist

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Quarterly Report on Williams Uniform Complaints

[Education Code § 35186]

To: Dr. Ed Manansala, Superintendent of Schools

District: Rescue Union School District

Person Completing Form: Christina Mason, Assistant to the Superintendent

Quarterly Report Submission Date: ☒ January 2026

☐ April 2026

☐ July 2026

☐ October 2026

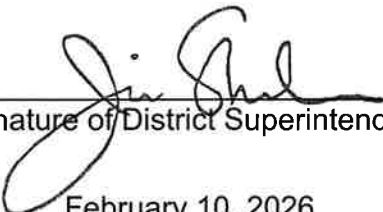
Date information to be publicly reported at governing board meeting: February 10, 2026

Please check the box that applies:

☒ No complaints were filed with a district school during the quarter ending in the month indicated above.

☐ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the complaint nature and resolution.

Textbooks and Instructional Materials			
Teacher Vacancy or Misassignment			
Facilities Conditions			
TOTALS			


Signature of District Superintendent

February 10, 2026

Date

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: **AB-181 DEPARTMENT OF REAL ESTATE SUBDIVISION
"WHITE PAPER" RESPONSE AND
STUDENT YIELD IMPACT ANALYSIS
Silver Springs in El Dorado Hills**

RECOMMENDATION:

The Superintendent recommends the Board of Trustees approve the response statement for the proposed development as outlined in this report.

BACKGROUND:

Changes in the law promulgated by AB 181, as of October 1, 1989, all subdivisions in the State of California must include a statement regarding the availability of schools in their Department of Real Estate (DRE) "White Report". We have received a request for such a statement (see attached letter from consulting company). At their request, we have prepared a response.

It is required by law that the response provided must be approved by the Board of Education during a public meeting (consent item is appropriate). Because this approval is required by law, the DRE will require that a copy of the Board's approval action be submitted along with the response to each individual project.

STATUS:

The DRE "White Report" for the following development has been submitted to the district for review and action by the Board of Trustees (copy enclosed):

**Silver Springs in El Dorado Hills – 181 single family units
Location: El Dorado County, California**

The Rescue Union School District has established a .271 student yield factor per single-family unit. Accordingly, staff estimates the District can expect there will be 49 students generated from this subdivision.

The Rescue Union School District has the capacity to house students at both the elementary and middle school levels. This capacity may not be within the students' current school attendance boundaries.

FISCAL IMPACT:

None at this time.

BOARD GOAL:

Board Focus Goal VI - FACILITIES MANAGEMENT:

Build, maintain and improve facilities to provide safe school and work settings that also meet current and future educational needs. **Reflected in LCAP GOAL 3**



RESCUE UNION SCHOOL DISTRICT

"Educating for the Future Together"

2390 Bass Lake Road • Rescue, CA 95672

(530) 677-4461 • FAX (530) 677-0719

www.rescueusd.org

February 6, 2026

Dawn Stephens

Lennar Title

Dawn.Stephens@lennartitle.com

Re: Silver Springs in El Dorado Hills

Dear Dawn,

This "Will Serve" letter is sent in response to your request for information regarding the status of school availability in the Rescue Union School District.

The Rescue Union School District has two schools to serve the project area for the Lakeside Estates development in Cameron Park, CA. The address and phone number for each site is listed here:

Green Valley Elementary School

Grades TK-5

2380 Bass Lake Road

Rescue, CA 95672

(530) 677-3686

Pleasant Grove Middle School

Grades 6-8

2540 Green Valley Road

Rescue, CA 95672

(530) 672-4400

School attendance boundaries have been established by the district but are subject to change, and availability of neighborhood schools may be impacted by student enrollment. Potential purchasers should contact the school district directly at (530) 677-4461 for current information regarding the school they will attend at the time of purchase.

Rescue Union School District requests that you furnish the complete Statement of School Availability Report to all prospective purchasers of residences within the above-mentioned development.

Sincerely,

Lisa Donaldson

Assistant Superintendent

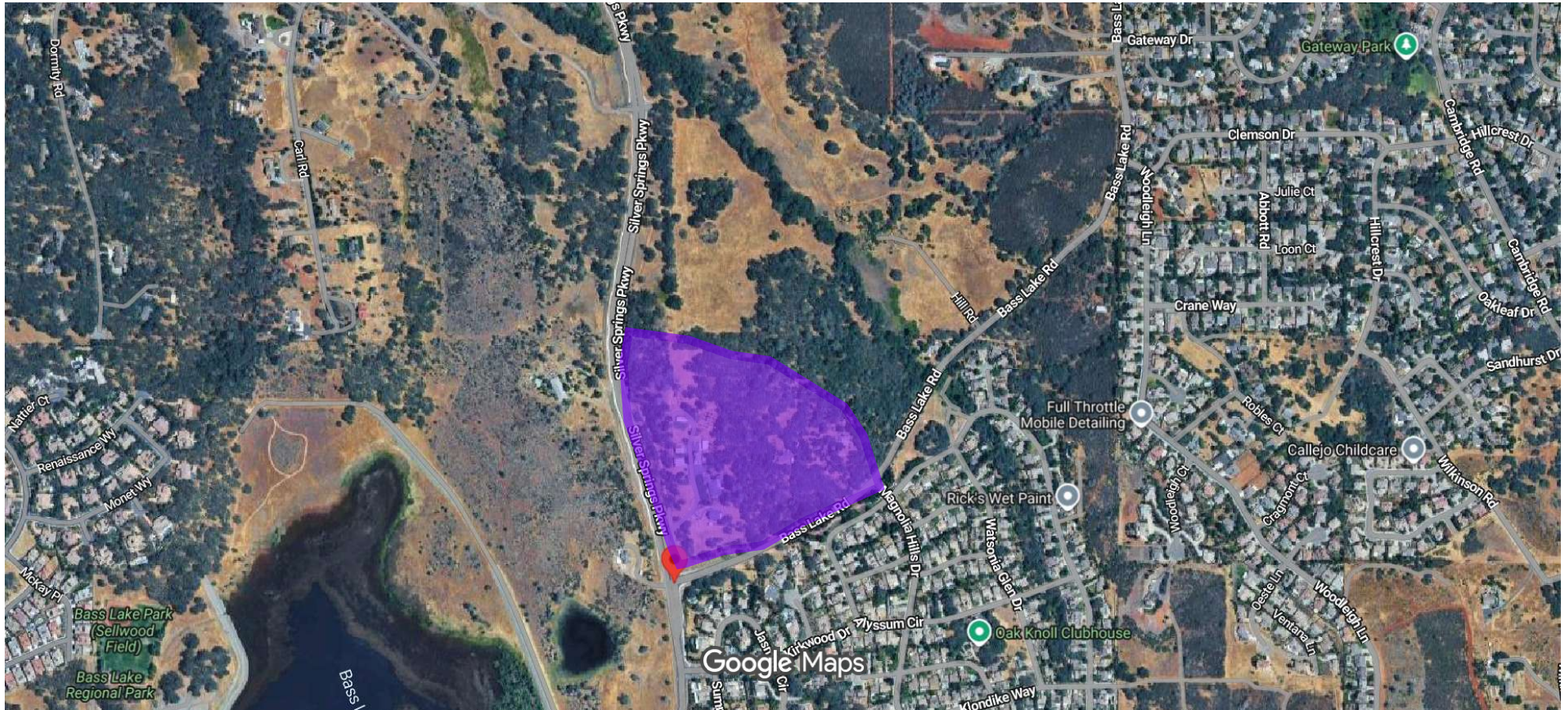
Jim Shoemake, Superintendent

Board of Trustees

Michael Gordon • Kim White • Michelle Bebout • Jamie Hunter • Michael Flaherty



Bass Lake Rd & Silver Springs Pkwy



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**PROCLAMATION OF
THE RESCUE UNION SCHOOL DISTRICT
REGARDING
MAINTENANCE AND FACILITIES STAFF APPRECIATION DAY**

WHEREAS, public school infrastructure, facilities and services are of vital importance to sustainable communities and the health, safety and well-being of the Rescue Union School District; and

WHEREAS, the day-to-day operations of Rescue Union School District facilities run smoothly and effectively on the efforts and labor of our hard-working employees; and

WHEREAS, such facilities could not be maintained in good condition without the skills of the District's maintenance and facilities professionals including the HVAC Technician, Utility Technicians, Maintenance Workers and Custodians; and

WHEREAS, our maintenance and facilities staff respond to important issues and fix and maintain for the safety and security of all; and

WHEREAS, Rescue Union School District maintenance and operations staff keep schools, offices and outdoor areas clean and maximally functional; and

WHEREAS, we are grateful for all of our maintenance and facilities staff here in Rescue Union School District;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of the Rescue Union School District proclaims the first Friday of March as "Maintenance and Facilities Staff Appreciation Day."

BE IT FURTHER RESOLVED that the Board of Trustees recognizes the contributions of all of the District's Maintenance and Facilities staff and commends them for their dedicated service to the all in the Rescue Union School District.

PASSED AND ADOPTED by the Board of Trustees of the Rescue Union School District on this 10th day of February, 2026.

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Green Valley Elementary School	09619786098693	January 22, 2026	

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The 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. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Green Valley Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Comprehensive Support and Improvement
Targeted Support and Improvement

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Green Valley Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement
- Targeted Support and Improvement

The Single Plan for Student Achievement (SPSA) for Green Valley Elementary School outlines a comprehensive strategy to meet the requirements of the Every Student Succeeds Act (ESSA) by aligning with the Local Control and Accountability Plan (LCAP) and other federal, state and local programs. This plan focuses on promoting academic learning opportunities, ensuring equity through multiple measures, providing equitable resource allocation, and implementing evidence based interventions to close achievement gaps and support all students in achieving success.

1. Academic Learning Opportunities

Green Valley prioritizes high-quality academic programs to ensure every student has access to rigorous, standards-based instruction.

Key initiatives include:

Core Curriculum Alignment: Implementation of the California State Standards across all grade levels using district adopted curriculum and supplemental resources.

Differentiated Instruction and Grouping: Teachers utilize formative assessments to tailor instruction, addressing the unique needs of diverse learners, including English Learners (EL's), students with disabilities (SWD), socio-economically disadvantaged students, and gifted students.

Extended Learning Time: The school offers targeted intervention blocks during the school day to provide additional support to students who need it as well as after school enrichment classes. Summer learning is also available to students.

2. Multiple Measures of Equity

Equity is at the forefront of Green Valley's improvement efforts as evidenced by:

Data-Driven Decision Making: Regular analysis of data from the California School Dashboard, Smarter Balanced Assessments, attendance records, and social-emotional learning surveys to identify and address disparities.

Disaggregated Metrics: We monitor academic performance, attendance and discipline of all subgroups (socioeconomic disadvantaged, English Learners, Foster Youth) to ensure targeted supports are provided.

Inclusive Practices: All students have access to inclusive environments supported by Multi-Tiered Systems of Support (MTSS), co-teaching models and Universal Design for Learning.

Feedback from Stakeholders: Engaging families, community members and students through surveys, School Site Council, and PTO to inform equitable practices.

3. Resource Equity

Green Valley ensures equitable distribution of resources to support the learning needs of all students:

Title 1 Funding Utilization: Resources are allocated to hire paraprofessionals to support small group intervention, provide professional development, and purchase instructional materials specifically designed for struggling learners.

Technology Access: We have 1:1 device program to ensure all students have access to either a chromebook or ipad to support digital learning.

Facility Improvements: Classrooms are equipped with modern tools, flexible seating options and technologies to create engaging and accessible learning environments.

4. Evidence-Based Interventions

To address areas of need and improve student outcomes, Green Valley employs evidence-based practices validated by research:

Reading and Math Intervention: Programs such as IXL, Accelerated Reader, SIPPS and Reflex Math are utilized to diagnose and support student progress.

Social Emotional Learning (SEL): Implementation of Second Step, Character Strong, and Zones of Regulation to build resilience and foster emotional intelligence

Professional Development: Ongoing training for teachers in Universal Design for Learning (UDL),culturally responsive teaching, trauma informed practices and Positive Behavior Intervention and Supports (PBIS)

Behavioral Support Systems: Adoption of PBIS and Restorative Practices to reduce suspensions and support a positive school culture.

Progress Monitoring: Frequent benchmark testing and progress tracking ensure interventions are adjusted based on student performance and growth.

Alignment with the Local Control and Accountability Plan (LCAP)

This SPSA aligns seamlessly with the District's LCAP goals:

LCAP Goal 1: Ensure all students have access to rigorous, high quality instruction aligned to state standards.

LCAP Goal 2: Promote social-emotional well-being and safe, inclusive learning environments.

LCAP Goal 3: Strengthen partnerships with families and the community to support student success.

Through strategic planning and an equity-focused approach, Green Valley is committed to providing all students with the tools and opportunities they need to thrive academically, socially, and emotionally. This SPSA is a living document, regularly reviewed and updated to meet the evolving needs of our students and the community.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Not applicable

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

There were no areas in the Red or Orange performance category for overall performance on the Dashboard

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

The performance level for the all student category in both ELA and Math was Green. In ELA, our Hispanic students were in the orange category and in Math our Students with Disabilities were in the Orange category.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

N/A

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Green Valley Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.58%	0.87%	0.90%	2	3	3
African American	0.86%	0.29%	%	3	1	
Asian	1.44%	0.87%	1.20%	5	3	4
Filipino	1.44%	1.16%	0.90%	5	4	3
Hispanic/Latino	28.82%	28.49%	28.74%	100	98	96
Pacific Islander	0.58%	0.29%	0.30%	2	1	1
White	57.93%	59.88%	59.28%	201	206	198
Two or More Races	8.36%	8.14%	8.68%	29	28	29
Not Reported	0%	%	%	0		
Total Enrollment				347	344	334

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			24
Kindergarten	65	58	58
Grade 1	63	42	48
Grade 2	60	66	37
Grade3	53	58	59
Grade 4	48	47	50
Grade 5	58	49	49
Total Enrollment	347	344	325

Conclusions based on this data:

1. Our two largest subgroups continue to be White and Hispanic/Latino.
2. Our demographics have remained similar for the past three years.
3. Our enrollment numbers have decreased slightly over the last three years.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	42	39	36	12.1%	11.3%	10.8%
Fluent English Proficient (FEP)	9	4	5	2.6%	1.2%	1.5%
Reclassified Fluent English Proficient (RFEP)	2	5	6	4.76	12.8%	

Conclusions based on this data:

1. We had 6 students reclassified during the 24-25 school year. This is an increase of 1 student.
2. Our percent of EL students decreased by half a percent from 23-24 to 24-25 school year

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	52	58	59	52	55	59	52	55	59	100.0	94.8	100
Grade 4	49	46	49	46	45	48	46	45	48	93.9	97.8	98
Grade 5	63	50	50	61	46	48	61	46	48	96.8	92	96
All Grades	164	154	158	159	146	155	159	146	155	97.0	94.8	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2444.	2448.	2442.	34.62	38.18	33.90	19.23	18.18	25.42	26.92	23.64	20.34	19.23	20.00	20.34
Grade 4	2461.	2483.	2497.	23.91	31.11	35.42	26.09	26.67	31.25	21.74	24.44	18.75	28.26	17.78	14.58
Grade 5	2527.	2519.	2535.	29.51	23.91	35.42	31.15	41.30	31.25	19.67	13.04	20.83	19.67	21.74	12.50
All Grades	N/A	N/A	N/A	29.56	31.51	34.84	25.79	28.08	29.03	22.64	20.55	20.00	22.01	19.86	16.13

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	23.08	25.45	23.73	57.69	58.18	57.63	19.23	16.36	18.64
Grade 4	15.22	22.22	22.92	63.04	62.22	70.83	21.74	15.56	6.25
Grade 5	21.31	21.74	20.83	67.21	65.22	66.67	11.48	13.04	12.50
All Grades	20.13	23.29	22.58	62.89	61.64	64.52	16.98	15.07	12.90

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	15.38	16.36	8.47	67.31	60.00	71.19	17.31	23.64	20.34
Grade 4	15.22	15.56	39.58	63.04	66.67	43.75	21.74	17.78	16.67
Grade 5	22.95	30.43	22.92	63.93	50.00	70.83	13.11	19.57	6.25
All Grades	18.24	20.55	22.58	64.78	58.90	62.58	16.98	20.55	14.84

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.46	21.82	11.86	76.92	69.09	81.36	9.62	9.09	6.78
Grade 4	2.17	8.89	8.33	89.13	73.33	85.42	8.70	17.78	6.25
Grade 5	18.03	15.22	16.67	70.49	80.43	68.75	11.48	4.35	14.58
All Grades	11.95	15.75	12.26	77.99	73.97	78.71	10.06	10.27	9.03

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	26.92	23.64	15.25	65.38	69.09	69.49	7.69	7.27	15.25
Grade 4	10.87	20.00	8.33	82.61	71.11	79.17	6.52	8.89	12.50
Grade 5	27.87	19.57	14.58	55.74	65.22	72.92	16.39	15.22	12.50
All Grades	22.64	21.23	12.90	66.67	68.49	73.55	10.69	10.27	13.55

Conclusions based on this data:

1. In the spring of 2025, 155 students took the ELA CAASPP test. The overall scores show that 63.87% of students met or exceeded standards on the English Language Arts portion of the CAASPP test. This is an increase of 4.28% from the 2023-2024 school year.
In both 4th and 5th grade 66.67% of students met or exceeded standards in English Language Arts
59.32% of 3rd grade students met or exceeded the standards on the English Language Arts portion of the test.
2. In the spring of 2025 155 students took the CAASPP test.
Across all grade levels, students performed the strongest in the Research/ Inquiry and Listening claims. The Writing claim had the highest number of students in the Below Standard level.
3. In the spring of 2025, 155 students took the ELA CAASPP test . Using the test results, we can see the following cohort data as compared to 2023-2024:

Cohort Performance
When compared to the prior year (23-24), the same group of students increased by 10.31% in their overall performance in English Language Arts from their 3rd grade to their 4th grade year.
When compared to the prior year (23-24) the same group of students increased by 8.89% in their overall performance in English Language Arts from their 4th grade to their 5th grade year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	52	58	59	52	56	59	52	56	59	100.0	96.6	100
Grade 4	48	46	49	46	45	48	46	44	48	95.8	97.8	98
Grade 5	63	50	50	61	46	48	61	46	48	96.8	92	96
All Grades	163	154	158	159	147	155	159	146	155	97.5	95.5	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2441.	2442.	2439.	17.31	25.00	15.25	40.38	32.14	38.98	30.77	25.00	23.73	11.54	17.86	22.03
Grade 4	2469.	2483.	2501.	17.39	15.91	27.08	23.91	36.36	35.42	39.13	38.64	29.17	19.57	9.09	8.33
Grade 5	2506.	2504.	2505.	18.03	19.57	14.58	22.95	17.39	31.25	32.79	34.78	33.33	26.23	28.26	20.83
Grade 11															
All Grades	N/A	N/A	N/A	17.61	20.55	18.71	28.93	28.77	35.48	33.96	32.19	28.39	19.50	18.49	17.42

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	23.08	33.93	27.12	63.46	55.36	52.54	13.46	10.71	20.34
Grade 4	26.09	20.45	35.42	47.83	63.64	54.17	26.09	15.91	10.42
Grade 5	16.39	23.91	18.75	59.02	45.65	62.50	24.59	30.43	18.75
Grade 11									
All Grades	21.38	26.71	27.10	57.23	54.79	56.13	21.38	18.49	16.77

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	21.15	21.43	22.03	67.31	64.29	59.32	11.54	14.29	18.64
Grade 4	21.74	25.00	25.00	54.35	50.00	62.50	23.91	25.00	12.50
Grade 5	14.75	6.52	16.67	62.30	63.04	58.33	22.95	30.43	25.00
All Grades	18.87	17.81	21.29	61.64	59.59	60.00	19.50	22.60	18.71

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	17.31	21.43	20.34	69.23	62.50	64.41	13.46	16.07	15.25
Grade 4	21.74	13.64	25.00	54.35	77.27	62.50	23.91	9.09	12.50
Grade 5	13.11	13.04	6.25	68.85	67.39	79.17	18.03	19.57	14.58
All Grades	16.98	16.44	17.42	64.78	68.49	68.39	18.24	15.07	14.19

Conclusions based on this data:

1. In the spring of 2025, 155 students took the Math CAASPP test. The overall scores show that 54.20% of students met or exceeded standards on the Math portion of the CAASPP test. This is a increase of 4.88% from the reported result in the 2023-2024 school year.
The 4th grade students were the highest performing group when compared against all grades in the area of Math with 62.50% of students meeting or exceeding standards.
The 3rd grade students were the next highest performing group when compared against all grades in the area of Math with 54.23% of students meeting or exceeding standards.
The 5th grade students were the lowest performing group when compared against all grades in the area of Math with 45.83% of students meeting or exceeding standards.
2. In the spring of 2025, 155 students took the Math CAASPP test.
Across all grade levels, students performed the strongest in the Concepts & Procedures claim. The Problem Solving & Modeling Data/Analysis claim had the highest number of students in the Below Standard level.
3. In the spring of 2025, 155 students took the Math CAASPP test . Using the test results, we can see the following cohort data as compared to 2023-2024:

Cohort Performance
When compared to the prior year (23-24), the same group of students increased by 5.36% in their overall performance in Math from their 3rd grade to their 4th grade year.

When compared to the prior year (23-24) the same group of students declined by 6.44% in their overall performance in Math from their 4th grade to their 5th grade year.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	8	6	7
1	1464.6	*	*	1472.8	*	*	1455.9	*	*	12	4	*
2	*	*	*	*	*	*	*	*	*	8	9	*
3	*	*	*	*	*	*	*	*	*	4	10	10
4	*	*	*	*	*	*	*	*	*	6	*	5
5	*	*	*	*	*	*	*	*	*	8	5	*
All Grades										46	37	30

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	16.67	*	*	41.67	*	*	41.67	*	*	0.00	*	*	12	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	21.74	18.92	16.67	30.43	43.24	40.00	34.78	21.62	30.00	13.04	16.22	13.33	46	37	30

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	25.00	*	*	50.00	*	*	16.67	*	*	8.33	*	*	12	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.26	37.84	40.00	39.13	37.84	30.00	17.39	8.11	16.67	15.22	16.22	13.33	46	37	30

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	26.67	*	*	13.33	*	*	26.67	*	*	33.33	*	*	15	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	33.33	*	*	41.67	*	*	8.33	*	*	16.67	*	*	12	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.70	13.51	6.67	28.26	35.14	30.00	39.13	24.32	36.67	23.91	27.03	26.67	46	37	30

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	75.00	*	*	16.67	*	*	8.33	*	*	12	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	41.30	29.73	23.33	43.48	45.95	60.00	15.22	24.32	16.67	46	37	30

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	33.33	*	*	41.67	*	*	25.00	*	*	12	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	43.48	48.65	56.67	34.78	35.14	26.67	21.74	16.22	16.67	46	37	30

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	33.33	*	*	16.67	*	*	50.00	*	*	12	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.78	13.51	3.33	48.89	56.76	56.67	33.33	29.73	40.00	45	37	30

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	8.33	*	*	83.33	*	*	8.33	*	*	12	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.91	18.92	13.33	58.70	64.86	70.00	17.39	16.22	16.67	46	37	30

Conclusions based on this data:

1. The ELPAC was administered to 30 students during the 2024-2025 school year.
2. There were not enough students in any grade level to show grade level data therefore we are not able to make any comparisons based on this data.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
334	41.9%	10.8%	0.6%
Total Number of Students enrolled in Green Valley Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	36	10.8%
Foster Youth	2	0.6%
Homeless	13	3.9%
Socioeconomically Disadvantaged	140	41.9%
Students with Disabilities	57	17.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	0	0.0%
American Indian	3	0.9%
Asian	4	1.2%
Filipino	3	0.9%
Hispanic	96	28.7%
Two or More Races	29	8.7%
Pacific Islander	1	0.3%
White	198	59.3%

Conclusions based on this data:

1. Our student group numbers have remained fairly consistent with a slight increase in our homeless population.

School and Student Performance Data

Overall Performance

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



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Yellow	Suspension Rate  Yellow
Mathematics  Green		
English Learner Progress  No Performance Color		

Conclusions based on this data:

- Under the Academic Performance Indicator, student performance data indicates that students performed in the Green (high) category for English Language Arts and Mathematics for the 2024-2025 school year.
- Under the Academic Engagement Indicator, student performance data indicates that the Chronic Absenteeism level is in the Yellow category based on state criteria for the 2024-2025 school year. This is an improvement from the prior year in which the indicator was orange.

3. Under the Conditions & Climate Indicator, school performance data indicates that the Suspension Rate level is in the yellow category based on state criteria for the 2024-2025 school year. There is no change in this category. It was yellow in the 23-24 school year as well.

School and Student Performance Data

Academic Performance English Language Arts

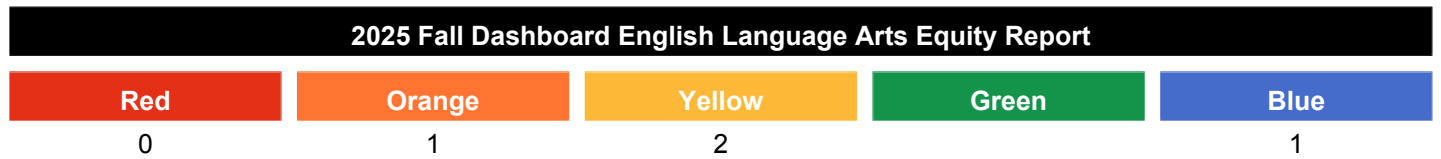
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 23.2 points above standard Increased 7.2 points 151 Students	English Learners  No Performance Color 55.3 points below standard Maintained -1.3 points 21 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Socioeconomically Disadvantaged  Yellow 7.3 points below standard Increased 6.3 points 61 Students

Students with Disabilities  Yellow 1 points above standard Maintained 1.3 points 34 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Orange 15.9 points below standard Declined 16.1 points 41 Students
Two or More Races  No Performance Color 15.2 points below standard Declined 10.5 points 14 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 41.5 points above standard Increased 19.1 points 90 Students

Conclusions based on this data:

- Overall Performance:**
The English Language Arts Performance Indicator demonstrates that in the All Students category, students scored at the Green (high) level based on state criteria for the 2024-2025 school year. There was also an increase of 7.2 points in this category.
- Student Group Performance:**
The English Language Arts Data Comparisons for Socioeconomically Disadvantaged and Students with Disabilities indicates that:
Socioeconomically Disadvantaged Students scored in the yellow level with an increase of 6.3 points This group improved from orange to yellow.
Students with Disabilities were in the yellow level. Last year they were not given a color due to the number of students.
- Race/Ethnicity:**
The English Language Arts Performance by Race/Ethnicity Indicator demonstrates that students in the White Student Group scored in the Blue performance level at 41.5 points above standard. This is an increase of 19.1 points. This is based on the data for 90 students.
Students in the Hispanic Student Group scored in the Orange performance level. This is a decline of 16.1 points. This is based on the data for 41 students.
There were other student groups that did not receive a performance level color due to having less than the state minimum number of students enrolled based on state criteria.
English Learners:

The English Language Arts Data Comparisons for English Learners indicates that:
Current English Learners scored 55.3 points below standard. This is based on the data for 21 students.

School and Student Performance Data

Academic Performance Mathematics

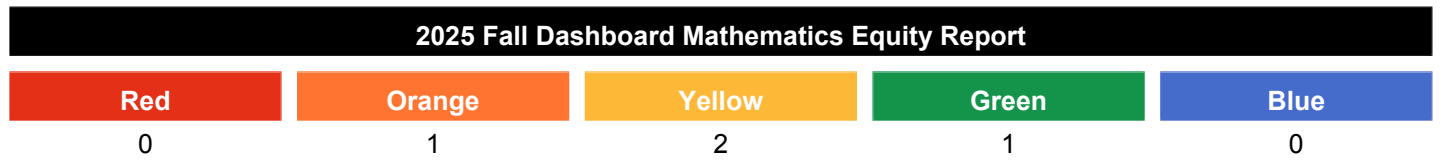
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 0.1 points below standard Increased 4.7 points 151 Students	English Learners  No Performance Color 50.9 points below standard Increased 26.7 points 21 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Socioeconomically Disadvantaged  Yellow 28.5 points below standard Increased 14.8 points 61 Students

Students with Disabilities  Orange 25.4 points below standard Maintained 0.2 points 34 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Yellow 22.1 points below standard Maintained -1.7 points 41 Students
Two or More Races  No Performance Color 30.6 points below standard Increased 28.7 points 14 Students	Pacific Islander  No Performance Color 0 Students	White  Green 11.1 points above standard Increased 12.7 points 90 Students

Conclusions based on this data:

- Overall Performance:**
The Mathematics Performance Indicator demonstrates that in the All Students category, students scored at the Green (high) level based on state criteria for the 2024-2025 school year. This was an increase of 4.7 points
- Student Group Performance:**
The Mathematics Data Comparisons for Socioeconomically Disadvantaged and Students with Disabilities indicates that:
Socioeconomically Disadvantaged Students scored in the yellow level at 28.5 points below standard. This was an improvement of 14.8 points. This score was based on data for 61 students.
Students with Disabilities scored in the orange level. Previously they were not given a color due to the number of students.
- Race/Ethnicity:**
The Mathematics Performance by Race/Ethnicity Indicator demonstrates that students in the White Student Group scored in the Green performance level at 11.1 points above standard. This is an improvement of two performance colors. This is based on the data for 90 students.
Students in the Hispanic Student Group scored in the yellow performance level at 22.1 points below standard. This is based on the data for 41 students.
There were other student groups that did not receive a performance level score/color due to having less than the state minimum number of students enrolled based on state criteria.

English Learners:
The Mathematics Data Comparisons for English Learners indicates that:

Current English Learners scored 50.9 points below standard. This is an improvement of 26.7 points.. This is based on the data for 21 students. No performance color was given because the subgroup did not meet the minimum number of students.

School and Student Performance Data

Academic Performance Science

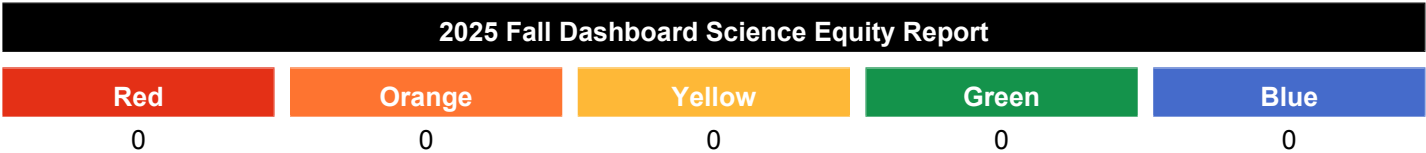
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Green 56.1 science points Increased 3 points 45 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  No Performance Color 48.4 science points Increased 4.9 points 17 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 58.2 science points Increased 3.9 points 34 Students

Conclusions based on this data:

1. The 2024-2025 school year is the first year of scores being reported on the dashboard. The only group of students who received a performance color is the All Students Group. This group scored in the green performance level.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 39.1 making progress. Number Students: 23 Students	 No Performance Color making progress. Number Students: 0 Students

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.

2025 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
30.4%	30.4%	0%	39.1%

Conclusions based on this data:

1. The English Learner Progress data indicates that 9 students progressed by at least one level,
2. The English Learner Progress data indicates that 7 students decreased by one level and 7 students maintained their current level.
3. The English Learner Progress data indicates that there are no students who are classified as Long-Term English Learners

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

12.6% Chronically Absent

Declined 1.9

341 Students

English Learners



Orange

10.8% Chronically Absent

Maintained -0.3

37 Students

Long-Term English Learners

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

3 Students

Homeless



No Performance Color

29.4% Chronically Absent

Increased 16.1

17 Students

Socioeconomically Disadvantaged



Orange

20.1% Chronically Absent

Declined 4.5

149 Students

Students with Disabilities  Green 8.1% Chronically Absent Declined 10.4 74 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Orange 19.4% Chronically Absent Increased 5.2 98 Students
Two or More Races  No Performance Color 17.2% Chronically Absent Declined 12.8 29 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Green 8.9% Chronically Absent Declined 3.9 202 Students

Conclusions based on this data:

- Overall Performance:**
The Chronic Absenteeism Indicator demonstrates that in the All-Students category, students scored at the yellow level with 12.6 percent of the 341 students considered chronically absent based on state criteria for the 2024-2025 school year. This is an improvement of one level as the level was Orange in the 23-24 school year.
- The Chronic Absenteeism Indicator demonstrates that in the Student Group category:
*English Learner students were in the orange category with 10.8 percent of the 37 students considered chronically absent based on state criteria for the 2024-2025 school year.
*Socioeconomically Disadvantaged students scored at the Orange level with 20.1percent of the 149 students considered chronically absent based on state criteria for the 2024-2025 school year. This is an improvement of one color level as they were red in the 23/24 school year.
*Students with disabilities scored at the Green level with 8.1 percent of the 74 students considered chronically absent based on state criteria for the 2024-2025 school year. This was a significant improvement.
- The Chronic Absenteeism Indicator in the Race/Ethnicity category demonstrates the following:
Students in the White Student Group scored at the Green level with 8.9 percent of the 202 students considered chronically absent based on state criteria for the 2024-2025 school year. This was a significant improvement from Red to Green.
Students in the Hispanic Student Group scored at the Orange level with 19.4 percent of the 98 students considered chronically absent based on state criteria for the 2024-2025 school year.

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

School and Student Performance Data

Conditions & Climate Suspension Rate

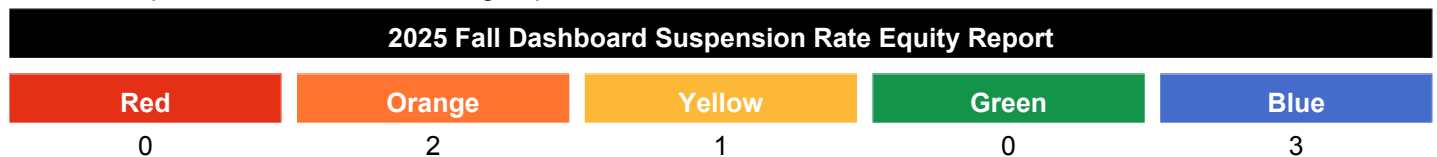
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 1.2% suspended at least one day Maintained -0.2% 347 Students	English Learners  Blue 0% suspended at least one day Maintained 0% 38 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color 0% suspended at least one day Maintained 0% 17 Students	Socioeconomically Disadvantaged  Yellow 1.9% suspended at least one day Maintained 0% 155 Students

Students with Disabilities  Orange 4.1% suspended at least one day Increased 1.6% 74 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Orange 3.1% suspended at least one day Increased 3.1% 98 Students
Two or More Races  Blue 0% suspended at least one day Declined 3.2% 30 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Blue 0.5% suspended at least one day Declined 1.4% 206 Students

Conclusions based on this data:

- Overall Performance:**
The Suspension Rate Indicator demonstrates that in the All Students category, we scored at the Yellow level with 1.2 percent of the 347 students suspended at least one day during the 2024-2025 school year. This scoring is based on state criteria.

Green Valley Elementary continuously evaluates the effectiveness of our programs and implements supports to ensure the safety of all our students and staff.
- Student Group Performance**
The Suspension Rate Indicator demonstrates that in the Student Group category:
English Learner students were at the Blue level with no student suspensions during the 2024-2025 school year. This is the data for 38 students.
Socioeconomically Disadvantaged students were at the Yellow level with 1.9 percent of the 155 students suspended at least one day during the 2024-2025 school year. Because we maintained in this category the color dropped from Green to Yellow.
Students with disabilities were at the Orange level with 4.1 percent of the 74 students suspended at least one day during the 2024-2025 school year.
The above scoring is based on state criteria.
- The Suspension Rate Indicator in the Race/Ethnicity category demonstrates the following:**
Students in the White Student Group scored at the Blue level with 0.5 percent of students out of a total of 206 students suspended at least one day during the 2024-2025 school year.

Students in the Hispanic Student Group scored at the Orange level with 3.1 of the 98 students suspended at least one day during the 2024-2025 school year. There were no students suspended during the 2023-2024 school year. Students in the Two or More Races Group scored in the Blue level . There were no students in this group suspended during the 2024-2025 school year.

The above scoring is based on state criteria.

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

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Educational Services

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We continue to work on increasing our overall test scores for all student groups. We have made significant progress over the last two years. We will continue to refine our practices and provide small group instruction/intervention for those whose scores indicate a need.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarter Balanced Assessment Results (2025)	In the spring of 2025, 63.87% of Green Valley students met or exceeded standards on the English Language Arts portion of the CAASPP test. This was an increase of 4.28% In the spring of 2025, 54.19% of Green Valley students met or exceeded standards on the Math portion of the CAASPP test. This was an increase of 4.87%	Our goal is to increase our overall score in English Language Arts by 3% and Math by 5%
District Benchmark Assessment Results (2025)	2025 District Assessment Data: First Grade- In 1st grade, 77% of the students met the benchmark for the BPST (Basic Phonics Skills Test), 69% met the Oral Reading Fluency Benchmark and 75% met the benchmark for HFW (High Frequency Words). Second Grade- 89% of our second grade students met the benchmark for	Student proficiency will be a minimum of 70% on all District benchmark assessments. Cohorts will increase by 3% each year. 1st grade scores will establish a baseline for each cohort.

	the BPST (Basic Phonics Skills Test) This was a slight decrease of 2% for the cohort. 73% of our second-grade students met the Dibels Oral Reading Fluency Benchmark of 87 correct words per minute and 76% of students met the accuracy benchmark of 97%. This is an increase of 11% for the cohort. Third Grade- 67% of our third-grade students met the Dibels Oral Reading Fluency Benchmark of 100 correct words per minute and 76% met the accuracy benchmark of 97%. The scores for this cohort remained status quo from the prior year. Fourth Grade- 60% of our fourth grade students met the Dibels Oral Reading Fluency Benchmark of 115 correct words per minute and 62% met the accuracy benchmark of 98%. This is a decrease of 12% for this cohort. Fifth Grade- 56% of our fifth grade students met the Dibels Oral Reading Fluency Benchmark of 130 correct words per minute and 38% met the accuracy benchmark of 99%. This is a decrease of 15% for this cohort.	
Accelerated Reader (Star Reading Test)	Fall 2025 Star Reading Test Data: Second grade scores are the baseline for the cohorts moving forward. 2nd Grade- 51 students At or Above Benchmark - 69% (35 students) On Watch - 22% (11 students) Intervention -10% (5 students) Urgent Intervention - 0% (0 students) 3rd Grade-39 students At or Above Benchmark - 72% (28 students) This is an improvement of 11% On Watch - 15% (6 students) This is an improvement of 6% Intervention -10% (4 students) Remained the same Urgent Intervention - 3% (1 student) Remained the same 4th Grade- 60 students At or Above Benchmark -53% (32 students) This is a decline of 9% On Watch - 22% (13 students) This is a decline of 6%	We have a goal to improve our percentage of students performing At or Above Benchmark by 5% by the end of the 2025-2026 school year. We would like to see no students in the urgent intervention category.

	Intervention - 17% (10 students) This is an improvement of 2% Urgent Intervention -8% (5 students) This is a decline of 6% **3 new students to this cohort that scored urgent intervention 5th Grade- 47 students- There are 5 less students in this cohort At or Above Benchmark - 60% (28 students) This is a slight decrease of 2% which = 1 student On Watch - 26% (12 students) This is a decrease of 2 students Intervention -15% (7 students) This is an increase of 1 student Urgent Intervention - 0% (0 students)	

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Alignment of Instruction with Content Standards: Green Valley Elementary School will utilize district adopted, standards-aligned language arts and math curriculum, and California Standards instruction will be supplemented with a variety of resources as needed. Students will continue to participate in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through guided reading techniques. Students will participate in Step Up to Writing Common Core Edition activities designed to address all stages of the writing process. Students will improve their writing skills through this program. Teachers will focus on instructional strategies and use trimester math assessments and IAB's to guide instruction. Teachers will use IXL, ST Math and Reflex Math with students to differentiate instruction based on individual student needs. Teachers will continue to focus on Next Generation Science Standards (NGSS) using TWIG Science, Mystery Science or other NGSS aligned bridge programs.	All Students	1000.00 Site Formula Funds 4000-4999: Books And Supplies Additional materials to support PE prep 4900.00 Title I 5000-5999: Services And Other Operating Expenditures Mind Institute- ST Math 1000.00 Site Formula Funds 4000-4999: Books And Supplies Recess Equipment and Supplies District Funded 5000-5999: Services And Other Operating Expenditures Online Learning Contracts for Supplemental Instruction (Reflex Math, IXL) District Funded 5000-5999: Services And Other Operating Expenditures Accelerated Reader/Star Testing Licenses and RGR
1.2	Improvement of instructional strategies and materials: Green Valley Elementary School will utilize proven instructional methods including, but not limited to,	All Students	708.00 Site Formula Funds 1000-1999: Certificated Personnel Salaries

	Guided Language Acquisition Design (GLAD), Daily 5, Universal Design for Learning (UDL), Multi-tiered Systems of Support (MTSS), Designated and Intergrated English Language Development, and Kate Kinsella Language Strategies. Frequent formative assessment will be used to identify students in need of academic intervention, and such supports will be provided using materials shown to be effective in addressing academic deficits and providing differentiated support for students performing at an advanced level. Paraeducator support is provided to all classes. Our intervention program runs four days a week. We have five paraeducators who provide 40 minutes of support to grades 1-3 under the supervision of the general education teachers. We have an additional paraeducator who works 2 hours per day 4 days a week to provide Math support to 4th and 5th grade classes. We also have one paraeducator who works 3 hours per day 4 days a week to provide Tier 2 intervention to students in Grades 1-5. The ELPAC assessment will be administered annually to English Learners to determine mastery of English Language skills and what instructional support is needed. Technology, including Chromebooks and iPads, will be used to further engage students and extend students' ability to access content and demonstrate understanding.		Incoming Kinder Assessments 61849.91 Title I 2000-2999: Classified Personnel Salaries Instructional Aide Salaries and benefits for ELA and Math 780.00 Title I 5000-5999: Services And Other Operating Expenditures Read Live Licenses District Funded 1000-1999: Certificated Personnel Salaries Substitutes Costs for Trimester Assessment Release Days TK-5 District Funded 2000-2999: Classified Personnel Salaries TK and Kindergarten Aide support for classrooms 12000.00 Site Formula Funds 4000-4999: Books And Supplies Instructional and Operating Supplies for Teachers
1.3	Extended Learning Time, Opportunities and Support Service Green Valley Elementary School will provide extended learning time and increased educational opportunities for students. Such opportunities will include access to online programs including Typing Agent, SeeSaw, Reflex Math, ST Math, IXL Math and Accelerated Reader. Field trips, coinciding with areas of study and aligned to the California State Standards, will be provided to further enhance students' learning. Second thru fifth grade students have the opportunity to be part of our school choir. All students in TK, K, 4th and 5th grade receive weekly music instruction from a certificated music teacher. Grades 1-3 receive music instruction every other week. 5th grade students have the opportunity to participate in band. All students will receive eight weeks of dance instruction culminating with a schoolwide dance performance in the Spring. Extracurricular opportunities include: Spelling Bee, Oral Interpretation, and Yearbook club for 5th grade students. Our intervention program runs four days a week. We have five paraeducators who provide support to grades 1-4 under the supervision of the general education teachers. We have two additional paraeducators- one who supports Math	All Students	4800.00 PTO 2000-2999: Classified Personnel Salaries Garden Coordinator Stipend plus benefits 6000.00 Other 5000-5999: Services And Other Operating Expenditures Dance Instruction TK-5 (prop 28) 3000.00 Site Formula Funds 1000-1999: Certificated Personnel Salaries Athletic Team Coaching Stipends (Volleyball, Cross Country, Basketball) Student Council Stipend 15427.00 Other 1000-1999: Certificated Personnel Salaries 1 part time music teacher plus benefits (prop28) 3000.00 Other

	instruction in 4th and 5th grade and one who provides Tier 2 and 3 support for 1st-5th grade. All classes visit the library weekly. Primary students hear a story and upper grade students listen to stories as well as have mini lessons on research etc. All students have a weekly opportunity to check out library books. Students participate in the Accelerated Reader program to improve their reading lexiles. The librarian tracks the number of words read by students. We celebrate words read each trimester with grade level assemblies. We also set a school wide word goal and celebrate with a Reading Carnival at the end of the year when we meet our goal. In February, the school celebrates "I Love Reading Week" to promote literacy. Our 4th and 5th grade classes participate in Battle of the Books. We have a Read-a-thon to encourage reading and raise funds to support our library. We have a creative club open to 2nd-5th grade students twice a week during their lunch recess. Through prop 28 funding we offer two four week after school enrichment sessions in the spring.		1000-1999: Certificated Personnel Salaries 2 Choir Teacher Stipend plus benefits (prop 28) 5000.00 Site Formula Funds 5000-5999: Services And Other Operating Expenditures Reading Carnival, Reading Rewards, PBIS incentives, Leadership T-Shirts etc 4600.00 Other 1000-1999: Certificated Personnel Salaries After School Enrichment- Fall and Spring Sessions (prop 28) plus benefits 1000.00 Other 2000-2999: Classified Personnel Salaries After School Enrichment Fall & Spring plus benefits (prop 28) 1000.00 Site Formula Funds 5000-5999: Services And Other Operating Expenditures Registration fees/ transportation for Spelling Bee, Oral Interpretation and Sports League Fee 2000.00 Other 1000-1999: Certificated Personnel Salaries 2 Yearbook Club Coordinator Stipends includes benefits (prop 28)
1.4	Staff Development and Professional Collaboration Green Valley Elementary School will ensure that staff members responsible for providing and overseeing instruction, including certificated teachers, classified support specialists, and site administrators, are afforded opportunities to receive up to date training on best instructional practices (see Goal 1, Strategy 2). Partnerships with the El Dorado County Office of Education and Sacramento County Office of Education will provide increased opportunities for professional development and communities of practice. "Early Release Wednesdays" will enable professional collaboration among grade levels and ensure that staff has the time needed to engage in professional growth, conduct analysis of student performance, and develop instructional strategies to best meet students' needs. We will continue training and implementation of PBIS Tiers 1 and 2.	All Students	2400.00 Professional Development Block Grant Varied professional development for staff (UDL, Grade level collaboration for CAASSP, observations of other programs)

1.5	Involvement of Staff, Parents and Community Green Valley Elementary School will involve staff, parents, students, and community members in school activities and planning sessions. Parents, students, and staff will have the opportunity to participate on the School Site Council and be part of the decision making process. Additionally, all teachers, classified employees, parents, and a diverse group of students will have the opportunity to represent our school and provide input on the school district's Local Control Accountability Plan. Parents of English learners will be invited to participate in our site English Language Advisory Committee (ELAC) as well as the District English Language Advisory Committee (DELAC). Stakeholders will be informed about opportunities to participate through our school's website, weekly Gator Gazette email, social media, and other forms of communication. The school will work closely with the Parent Teacher Club (PTO) to improve opportunities for students and to enhance the campus. At the start of each school year, our PTO hosts an ice cream social for our school community to come together. Information about school events is shared by the PTO during this event.	All Students	750.00 PTO 0000: Unrestricted Meet the Teacher, Gators on the Green
1.6			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

During the 23-24 school year, we built a COST (Coordination of Services Team) at Green Valley to look at student data and refine practices. This team met monthly. We determined this was not enough time. During the 24-25 school year we meet weekly. This year it was decided that meeting every other week would be ideal. This allows us to implement MTSS services at the appropriate Tier for students. Based on data, we implement strategies and track the progress in 6 week increments. We make adjustments as needed based on the data. This has also allowed us to be more efficient and purposeful in our recommendation of students for further assessment. We have worked to refine and simplify this process for teachers.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences at this time.

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

There are no current proposed changes. We will review our data and programs at the end of the year to see what adjustments need to be made for the following school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Safe, clean, student-centered learning environments.

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 to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

While there was improvement, Chronic Absenteeism continues to be an area of need. We will continue to meet with parents and students to support and break down barriers that may be preventing them from attending school.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Culture and Climate Survey	The RUSD Culture and Climate Survey was administered in December of 2025. There were 119 students who completed the survey. This is 19 fewer students. Of the 112 students who completed the survey: 83.9% of students responded that teachers and other grown-ups from the school care about them. This is an increase of 0.7%. 81.3% of students responded that they feel safe at school. This is an increase of 4.2% 94.6% responded that teachers and other grownups at the school make it clear that bullying is not allowed. This was an increase of 3% 89.3% of students responded that the school teaches students to care about each other and treat each other with respect. This is an increase of 0.8% 42.9% of students responded students at school are well behaved. 50% responded some of the time. This is a decrease of 18.1%	Next year, we would like to raise each area on the survey by an additional 2% with the exception of students responding they feel safe at school. We would like to see that be at a minimum of 85%.
LCAP Parent Survey	The survey indicated that 93.8% of parents surveyed feel Green Valley is	We would like to maintain a 90% rating in these categories.

	a safe place for their child and 96.9% feel Green Valley has adults who really care about students. These scores were within a half percent of prior years scores.	
CA School Dashboard for Chronic Absenteeism	The Chronic Absenteeism rate for the 2024-2025 school year was 12.6% for all students. This was an improvement of 1.9% We met our goal of a 1% decrease.	Our goal is to decrease this rate by at least 1% for the 2025-2026 school year
CA School Dashboard for Suspension Rates	The 2024-2025 suspension rate was 1.2% This was a slight decrease of .2%	Our goal is to decrease this rate to 1% or below.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	School Safety: Green Valley Elementary School will work to ensure that all students and staff are safe on campus. All employees and students will regularly participate in emergency preparedness drills and the staff will be proficient with the use of the Catapult Emergency Response System. Students will be provided with lessons on digital citizenship and online safety. All students will participate in Red Ribbon activities designed to educate children about the dangers of drug and alcohol abuse, and students in grade 5 will receive sexual health education as prescribed by law. All staff will be appropriately trained in Child Abuse Mandated Reporter requirements, and processes will be in place to ensure that visitors to the campus are appropriately supervised, and volunteers are fingerprinted and have background checks conducted. Facility inspection reports will be used to determine additional areas to improve safety and the School Site Safety Team will work with stakeholders to develop an annual Comprehensive Safety Plan.	All Students	250.00 Donations 0000: Unrestricted Red Ribbon and Kindness week activities
2.2	School Climate and Community Building: Green Valley Elementary School will work to ensure that all students feel connected to school and that their social, emotional, and behavioral needs are met. The Positive Behavior Interventions and Supports (PBIS) framework is being used to create systems that explicitly teach students expected and appropriate behaviors for all locations of our school. The school's PBIS team has developed a positive reinforcement system to encourage and support appropriate behavior. Trauma Informed Practices will be used to help calm and re-set students who are overwhelmed or over stimulated. Calm Zones and other areas will be established on campus as de-escalation zones	All Students	500.00 Site Formula Funds 4000-4999: Books And Supplies Student supports- general education (noise cancelling headphones, wobble stools, weighted items) 500.00 Donations 4000-4999: Books And Supplies Gator Way Incentives (PBIS) 500.00 Site Formula Funds

	where children can go to feel safe. Our school counselors use Character Strong and Second Step Guidance curriculum to teach weekly lessons in all Tk-5 classrooms. They are also available to assist students with mental health needs. Individual counseling, small group sessions, and whole class instruction is provided. School assemblies will be provided to celebrate student achievement and character development. The Districts Climate and Culture Survey will be administered to students in 3rd- 5th grade, and the results will be analyzed by the site leadership team to determine additional areas for growth. 5th grade students participate in the El Dorado County Sherriff Departments SCHIELD program. This is a 6 week program.		4000-4999: Books And Supplies Books and Resources for Counseling Center 1000.00 Site Formula Funds 4000-4999: Books And Supplies Recess Equipment and Intramural Equipment 76780.00 Title I 1000-1999: Certificated Personnel Salaries School Counselor (includes benefits) 39156.00 LCFF - Supplemental 2000-2999: Classified Personnel Salaries PBIS Facilitator -(includes benefits) 500.00 Donations 4000-4999: Books And Supplies Learning Center Supports (fidgets, wobble chairs, chair bands) 129684.61 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries School Counselor (includes benefits)
2.3	Staff Collaboration and Professional Development: Green Valley Elementary School will provide teachers and classified support staff with professional development to continually improve school climate. Topics will include Social Emotional Learning (SEL), Trauma Informed Practices (TIPS), Positive Behavioral Interventions and Supports (PBIS), Mindfulness, Bridges Out of Poverty, Alternative Discipline, Restorative Practices, and Growth Mindset. Time will be provided to teachers on Early Release Wednesdays, as well as at other times, to collaborate around school climate and to develop and/or refine systems that improve school culture.	All Students	1500.00 Site Formula Funds 1000-1999: Certificated Personnel Salaries Roving Subs for Student Success Team Meetings and IEP's 1500.00 Professional Development Block Grant 1000-1999: Certificated Personnel Salaries Release Time for Grade Level Meetings (UDL) 6391.00 Professional Development Block Grant Cost for Admin, 1 teacher and school psychologist to attend MTSS conference (includes flight, lodging, meals and conference registration.

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The weekly guidance lessons provided by our counselors coupled with the proactive support of our PBIS facilitator has reduced major discipline concerns and had a positive impact on student behavior. This year we are continuing to add systems to our MTSS umbrella to support students specifically with the use of UDL strategies for engagement.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences at this time.

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

There are no changes at this time.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Technical Infrastructure and Support Systems

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
FIT Report (Facilities Inspection Tool)	The overall rating from the FIT report was good.	We will maintain a rating of good.
Williams Act/Uniform Complaints	No Williams Act/Uniform Complaints were received during the 2024-2025 school year.	If a complaint is received, 100% of Williams Act/Uniform Complaints will be promptly addressed, and necessary deficits will be corrected.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

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

3.2	Facilities and Technology Infrastructure: Green Valley Elementary School will provide facilities, technology, furniture and supplies that maximize the effectiveness of school operations. The school, working in conjunction with the RUSD Maintenance and Operations Department, will use the Facilities Inspection Tool (FIT) to determine areas for facility improvement. Improvements deemed necessary will be communicated to RUSD Maintenance Personnel. We will engage in school beautification projects with the support of our PTO and our student leadership team.	All Students	8000.00 Donations 5000-5999: Services And Other Operating Expenditures Murals and Blacktop Activity painting

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We were not able to complete the blacktop and mural paintings during the 2024-2025 school year. We are currently working with a designer. The goal is to start the murals in the spring once the weather allows followed by the painting of new activities on the blacktop.

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

No changes at this time

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$97428.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$397,476.52
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$144,309.91

Subtotal of additional federal funds included for this school: \$144,309.91

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Donations	\$9,250.00
LCFF - Supplemental	\$168,840.61
Other	\$32,027.00
Professional Development Block Grant	\$10,291.00
PTO	\$5,550.00
Site Formula Funds	\$27,208.00

Subtotal of state or local funds included for this school: \$253,166.61

Total of federal, state, and/or local funds for this school: \$397,476.52

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Donations	9,250.00
LCFF - Supplemental	168,840.61
Other	32,027.00
Professional Development Block Grant	10,291.00
PTO	5,550.00
Site Formula Funds	27,208.00
Title I	144,309.91

Expenditures by Budget Reference

Budget Reference	Amount
	2,400.00
0000: Unrestricted	1,000.00
1000-1999: Certificated Personnel Salaries	238,199.61
2000-2999: Classified Personnel Salaries	106,805.91
4000-4999: Books And Supplies	17,000.00
5000-5999: Services And Other Operating Expenditures	25,680.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	Donations	250.00
4000-4999: Books And Supplies	Donations	1,000.00
5000-5999: Services And Other Operating Expenditures	Donations	8,000.00

1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	129,684.61
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	39,156.00
1000-1999: Certificated Personnel Salaries	Other	25,027.00
2000-2999: Classified Personnel Salaries	Other	1,000.00
5000-5999: Services And Other Operating Expenditures	Other	6,000.00
	Professional Development Block Grant	8,791.00
1000-1999: Certificated Personnel Salaries	Professional Development Block Grant	1,500.00
0000: Unrestricted	PTO	750.00
2000-2999: Classified Personnel Salaries	PTO	4,800.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	5,208.00
4000-4999: Books And Supplies	Site Formula Funds	16,000.00
5000-5999: Services And Other Operating Expenditures	Site Formula Funds	6,000.00
1000-1999: Certificated Personnel Salaries	Title I	76,780.00
2000-2999: Classified Personnel Salaries	Title I	61,849.91
5000-5999: Services And Other Operating Expenditures	Title I	5,680.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	131,214.91
Goal 2	258,261.61
Goal 3	8,000.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Michelle Winberg	Principal
Colin Scowcroft	Classroom Teacher
Carrie Cash	Other School Staff
Marissa Nichols	Parent or Community Member
Veronica Alvarez	Parent or Community Member
Kecia Thompson	Parent or Community Member
Tom Briseno	Classroom Teacher
Maricela Reynolds	Classroom Teacher
Ashley Compton	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

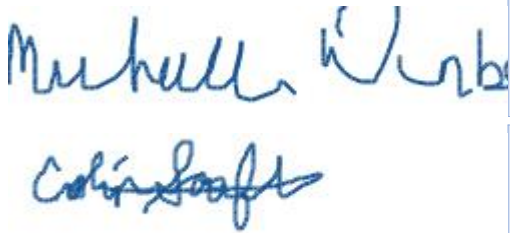
Other: Note: SSC serves as the representing advisory committee for Special Ed, and ELAC.

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

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

This SPSA was adopted by the SSC at a public meeting on 01/22/2026.

Attested:



Principal, Michelle Winberg on 01/22/26

SSC Chairperson, Colin Scowcroft on 01/22/26

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The 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. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and 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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. 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. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal 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. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable 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.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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 children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - 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.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. 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).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. 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:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. 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.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Jackson School	Elementary	09619786005706	12/8/2025	

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The 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. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Jackson Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Comprehensive Support and Improvement
Targeted Support and Improvement

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Jackson Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement
- Targeted Support and Improvement

Plan Description

The Single Plan for Student Achievement (SPSA) for Jackson Elementary School outlines a comprehensive strategy to meet the requirements of the Every Student Succeeds Act (ESSA) by aligning with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs. This plan focuses on promoting academic learning opportunities, ensuring equity through multiple measures, providing equitable resource allocation, and implementing evidence-based interventions to close achievement gaps and support all students in achieving success.

1. Academic Learning Opportunities

Jackson Elementary prioritizes high-quality academic programs to ensure every student has access to rigorous, standards-based instruction. Key initiatives include:

Core Curriculum Alignment: Implementation of the California State Standards across all grade levels using district-adopted curriculum and supplemental resources.

Differentiated Instruction: Teachers utilize formative assessments to tailor instruction, addressing the unique needs of diverse learners, including English Learners (ELs), students with disabilities (SWD), and gifted students.

Extended Learning Time: The school offers after-school programs, summer learning opportunities, and targeted intervention blocks to provide additional support for students who need it.

College and Career Readiness: Introduction of STEM (Science, Technology, Engineering, and Mathematics) projects, coding workshops, and literacy challenges to prepare students for future opportunities.

2. Multiple Measures of Equity

Equity is at the forefront of Jackson Elementary's improvement efforts, as evidenced by:

Data-Driven Decision Making: Regular analysis of data from the California School Dashboard, Smarter Balanced Assessments, attendance records, and social-emotional learning surveys to identify and address disparities.

Disaggregated Metrics: Monitoring academic performance, attendance, discipline, and graduation rates by subgroup (e.g., socioeconomically disadvantaged, English Learners, and foster youth) to ensure targeted supports are provided.

Inclusive Practices: All students have access to inclusive environments, supported by co-teaching models, Universal Design for Learning (UDL) strategies, and Multi-Tiered Systems of Support (MTSS).

Feedback from Stakeholders: Engaging families, community members, and students through surveys, focus groups, and School Site Council meetings to inform equitable practices.

3. Resource Equity

Jackson Elementary ensures equitable distribution of resources to support the learning needs of all students:

Technology Access: A 1:1 device program ensures all students have access to Chromebooks or iPads, with robust Wi-Fi availability to support digital learning both on campus and at home.

Targeted Investments: Additional staffing for paraprofessionals and counselors ensures smaller group sizes for interventions and social-emotional support for students who need it most.

Facility Improvements: Classrooms are equipped with modern tools, flexible seating, and assistive technologies to create engaging and accessible learning environments.

4. Evidence-Based Interventions

To address areas of need and improve student outcomes, Jackson Elementary employs evidence-based practices validated by research:

Reading and Math Interventions: Programs such as IXL, Accelerated Reader, and Reflex Math are utilized to diagnose and support student progress.

Social-Emotional Learning (SEL): Implementation of Character Strong curriculum and Zones of Regulation to build resilience and foster emotional intelligence.

Professional Development: Ongoing training for teachers in culturally responsive teaching, Positive Behavioral Interventions and Supports (PBIS), and trauma-informed practices.

Behavioral Support Systems: Adoption of PBIS and Restorative Practices to reduce suspensions and promote a positive school culture.

Progress Monitoring: Frequent benchmark testing and progress tracking ensure interventions are adjusted based on student performance and growth.

Alignment with the Local Control and Accountability Plan (LCAP)

This SPSA aligns seamlessly with the district's LCAP goals:

LCAP Goal 1: Ensure all students have access to rigorous, high-quality instruction aligned to state standards.

LCAP Goal 2: Promote social-emotional well-being and safe, inclusive learning environments.

LCAP Goal 3: Strengthen partnerships with families and the community to support student success.

Through strategic planning and an equity-focused approach, Jackson Elementary is committed to providing all students with the tools and opportunities they need to thrive academically, socially, and emotionally. This SPSA is a living document, regularly reviewed and updated to meet the evolving needs of our students and the community.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

The staff collaborated on the Single Plan during a staff meeting on December 16, 2025. The school site council reviewed, provided feedback, and approved the plan on December 8, 2025. The site council team included teachers, parents, students, and administration. Notification of the site council meeting was made public through our school website and weekly bulletin.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Not applicable.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The Special Education student group indicator was in the red performance band for English Language Arts.

The Special Education student group indicator was in the orange performance band for Mathematics.

The Suspension Rate indicator was in the orange performance band.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

The Special Education student group indicator was in the red performance band while the "All Students" performance indicator was in the green band for English Language Arts.
The Special Education student group indicator was in the orange performance band while the "All Students" performance indicator was in the blue band for Mathematics.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

N/A

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Jackson Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	0.20%	0.58%	0	1	3
African American	1.74%	0.40%	0.58%	8	2	3
Asian	8.28%	9.27%	9.79%	38	46	51
Filipino	1.31%	1.41%	1.15%	6	7	6
Hispanic/Latino	14.6%	14.52%	15.16%	67	72	79
Pacific Islander	0.87%	0.81%	0.77%	4	4	4
White	71.9%	72.38%	71.02%	330	359	370
Two or More Races	1.31%	1.01%	0.96%	6	5	5
Not Reported	0%	%	%	0		
Total Enrollment				459	496	521

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			44
Kindergarten	89	67	75
Grade 1	76	75	68
Grade 2	82	78	83
Grade3	60	85	87
Grade 4	75	71	87
Grade 5	77	80	83
Total Enrollment	459	496	527

Conclusions based on this data:

1. It can be concluded from this data that Jackson Elementary School is a fairly homogeneous group of students that has a growing student population. During the reporting period Jackson school provided educational service to 521 students.
2. Student group data is trending upwards with growth and continues to do so during the 2025-2026 school year.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	8	9	5	1.7%	1.8%	1.0%
Fluent English Proficient (FEP)	13	13	14	2.8%	2.6%	2.7%

Conclusions based on this data:

1. Our EL population is relatively small, but their needs remain an important focus area. The EL student population is supported by general education curriculum as well as supplemental curriculum to foster language acquisition.
2. Our MTSS Coordinator and our intervention teacher will continue to provide assistance to our EL students and the staff who instructs them.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	61	84	88	55	82	82	55	82	82	90.2	97.6	93.2
Grade 4	78	75	88	77	70	85	77	70	85	98.7	93.3	96.6
Grade 5	77	80	83	73	76	77	73	76	77	94.8	95	92.8
All Grades	216	239	259	205	228	244	205	228	244	94.9	95.4	94.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2481.	2499.	2489.	38.18	52.44	47.56	38.18	28.05	34.15	18.18	18.29	15.85	5.45	1.22	2.44
Grade 4	2523.	2526.	2533.	42.86	45.71	51.76	25.97	32.86	23.53	18.18	11.43	22.35	12.99	10.00	2.35
Grade 5	2558.	2568.	2556.	38.36	48.68	45.45	41.10	28.95	27.27	10.96	11.84	14.29	9.59	10.53	12.99
All Grades	N/A	N/A	N/A	40.00	49.12	48.36	34.63	29.82	28.28	15.61	14.04	17.62	9.76	7.02	5.74

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	27.27	31.71	36.59	70.91	59.76	58.54	1.82	8.54	4.88
Grade 4	35.06	38.57	31.76	58.44	60.00	62.35	6.49	1.43	5.88
Grade 5	31.51	34.21	32.47	64.38	60.53	53.25	4.11	5.26	14.29
All Grades	31.71	34.65	33.61	63.90	60.09	58.20	4.39	5.26	8.20

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	29.09	39.02	39.02	67.27	57.32	54.88	3.64	3.66	6.10
Grade 4	27.27	22.86	30.59	59.74	67.14	61.18	12.99	10.00	8.24
Grade 5	43.84	43.42	35.06	53.42	48.68	55.84	2.74	7.89	9.09
All Grades	33.66	35.53	34.84	59.51	57.46	57.38	6.83	7.02	7.79

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	18.18	18.29	14.63	76.36	79.27	80.49	5.45	2.44	4.88
Grade 4	23.38	21.43	17.65	72.73	72.86	75.29	3.90	5.71	7.06
Grade 5	20.55	25.00	19.48	72.60	69.74	74.03	6.85	5.26	6.49
All Grades	20.98	21.49	17.21	73.66	74.12	76.64	5.37	4.39	6.15

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	25.45	46.34	28.05	65.45	52.44	69.51	9.09	1.22	2.44
Grade 4	29.87	32.86	22.35	62.34	61.43	75.29	7.79	5.71	2.35
Grade 5	26.03	25.00	37.66	64.38	61.84	55.84	9.59	13.16	6.49
All Grades	27.32	35.09	29.10	63.90	58.33	67.21	8.78	6.58	3.69

Conclusions based on this data:

- In the spring of 2025, 244 students took the state-modified version of the CAASPP test. The test was a shortened version of the state test which is similar to the shortened test during the 2021-2022 year. The overall scores show that 76.64% of Jackson students met or exceeded standards on the English Language Arts portion of the CAASPP test. This is a 2.3% decrease from the last reported result in the 2023-2024 school year.

Overall year-over-year performance

The 3rd grade students were the highest-performing group when compared against all grades in the area of English Language Arts with 81.71% of students meeting or exceeding standards. This is an increase of 1.22% from the 2023-2024 school year.

The 4th grade students were the next highest-performing group when compared against all grades in the area of English Language Arts with 77.29% of students meeting or exceeding standards. This is a 1.28% decrease from the 2023-2024 school year.

The 5th grade students were the lowest-performing group when compared against all grades in the area of English Language Arts with 72.72% of students meeting or exceeding standards. This is a 4.91% decrease from the 2023-2024 school year.
- In the spring of 2025, Jackson Elementary students took the CAASPP test. Claim data was provided to illustrate areas of strength and areas of focus based on student performance.

CLAIMS

Across all grade levels, students performed the strongest in the Research and Inquiry claim. The Reading claim had the highest number of students in the “Below Standard” level.

When looking at the claim categories,

3rd grade students performed better in the Reading claim when compared against all grade levels.

3rd grade students performed better in the Writing claim when compared against all grade levels.

3rd grade students performed better in the Listening claim when compared against all grade levels.

5th grade students performed better in the Research and Inquiry claims when compared against all grade levels.

3. In the spring of 2025, Jackson students took the CAASPP test. Using the test results, we can see the following cohort data as compared to 2023-2024.

Cohort Performance

When compared to the prior year (2023-2024), the same group of students declined in their overall performance from their 3rd grade year to their 4th grade year in English Language Arts by 5.21%. In total, 75.29% of students meeting or exceeding standards.

When compared to the prior year (2023-2024), the same group of students declined in their overall performance from their 4th grade year to their 5th grade year in English Language Arts by 5.8%. to reach il total, 72.77% of students meeting or exceeding standards.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	61	84	88	55	81	82	55	81	82	90.2	96.4	93.2
Grade 4	78	75	88	77	70	85	77	69	85	98.7	93.3	96.6
Grade 5	77	80	83	73	76	77	73	76	77	94.8	95	92.8
All Grades	216	239	259	205	227	244	205	226	244	94.9	95	94.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2495.	2486.	2489.	49.09	40.74	37.80	27.27	37.04	42.68	16.36	18.52	17.07	7.27	3.70	2.44
Grade 4	2538.	2549.	2532.	35.06	47.83	42.35	41.56	36.23	31.76	22.08	14.49	21.18	1.30	1.45	4.71
Grade 5	2548.	2559.	2570.	34.25	42.11	54.55	27.40	26.32	16.88	31.51	25.00	18.18	6.85	6.58	10.39
Grade 11															
All Grades	N/A	N/A	N/A	38.54	43.36	44.67	32.68	33.19	30.74	23.90	19.47	18.85	4.88	3.98	5.74

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	52.73	45.68	48.78	40.00	51.85	43.90	7.27	2.47	7.32
Grade 4	50.65	63.77	43.53	44.16	31.88	51.76	5.19	4.35	4.71
Grade 5	32.88	39.47	36.36	56.16	48.68	53.25	10.96	11.84	10.39
Grade 11									
All Grades	44.88	49.12	43.03	47.32	44.69	49.59	7.80	6.19	7.38

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	41.82	40.74	35.37	43.64	49.38	60.98	14.55	9.88	3.66
Grade 4	36.36	37.68	37.65	59.74	56.52	54.12	3.90	5.80	8.24
Grade 5	21.92	32.89	45.45	69.86	59.21	45.45	8.22	7.89	9.09
All Grades	32.68	37.17	39.34	59.02	54.87	53.69	8.29	7.96	6.97

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	43.64	44.44	45.12	52.73	53.09	48.78	3.64	2.47	6.10
Grade 4	41.56	47.83	41.18	57.14	43.48	51.76	1.30	8.70	7.06
Grade 5	27.40	30.26	32.47	63.01	60.53	55.84	9.59	9.21	11.69
All Grades	37.07	40.71	39.75	58.05	52.65	52.05	4.88	6.64	8.20

Conclusions based on this data:

1. In the spring of 2025, 244 students took the CAASPP test. The overall scores show that 75.41% of Jackson students met or exceeded standards on the Math portion of the CAASPP test. This is a decrease of 1.14% from the last reported result in the 2023-2024 school year.

Overall year-over-year performance

The 3rd grade students were the highest-performing group when compared against all grades in the area of Math with 80.48% of students meeting or exceeding standards.

The 4th grade students were the next highest-performing group when compared against all grades in the area of Math with 74.11% of students meeting or exceeding standards.

The 5th grade students were the lowest-performing group when compared against all grades in the area of Math with 71.43% of students meeting or exceeding standards.

2. In the spring of 2025, Jackson Elementary students took the CAASPP test. Claim data was provided to illustrate areas of strength and areas of focus based on student performance.

CLAIMS

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

When looking at the claim categories,

4th grade students performed better in the Concepts and Procedures claim when compared against all grade levels.

3rd grade students performed better in the Problem Solving and Modeling/Data Analysis claim when compared against all grade levels.

3rd grade students performed better in the Communicating Reasoning claim when compared against all grade levels.

3. In the spring of 2025, Jackson students took the CAASPP test. Using the test results, we can see the following cohort data as compared to 2023-2024.

Cohort Performance

When compared to the prior year (2023-2024), the same group of students decreased in their overall performance from their 3rd grade to their 4th grade year in Mathematics by 3.67% to reach 74.11% of students meeting or exceeding standards.

When compared to the prior year (2023-2024), the same group of students decreased in their overall performance from their 4th grade to their 5h grade year in Mathematics by 12.63% to reach 71.43% of students meeting or exceeding standards.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										7	8	*

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*		*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*		*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		*	*		*	*		*	*		*	*		*	*
2	*		*	*		*	*		*	*		*	*		*
5		*	*		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Our EL population is relatively small, but their needs remain an important focus area.
2. Our MTSS Coordinator and Intervention teacher will continue to provide assistance to our EL students and the staff who instructs them.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
521	11.5%	1%	0.0%
Total Number of Students enrolled in Jackson Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	5	1%
Foster Youth	0	0.0%
Homeless	2	0.4%
Socioeconomically Disadvantaged	60	11.5%
Students with Disabilities	73	14%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.6%
American Indian	3	0.6%
Asian	51	9.8%
Filipino	6	1.2%
Hispanic	79	15.2%
Two or More Races	5	1%
Pacific Islander	4	0.8%
White	370	71%

Conclusions based on this data:

- At Jackson School, 11.5% of the student population is socioeconomically disadvantaged. We make every effort to access community programs, such as Operation School Bell and Coats for Kids, to make sure their needs are met.

We make sure that students have access to healthy snacks and the hot lunch and second chance breakfast program for increased learning. Additionally, we share district Community Night event information to our school community.

2. This socioeconomically disadvantaged subgroup was too small to generate a category on the dashboard.

School and Student Performance Data

Overall Performance

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



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Yellow	Suspension Rate  Orange
Mathematics  Blue		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. Academic Performance
Under the Academic Performance Indicator, student performance data indicates that they performed in the blue category, or the very high level for Mathematics and in the green category, or high level for English Language Arts for the 2024-2025 school year.

2. Academic Engagement:

Under the Academic Engagement Indicator, student performance data indicates that the Chronic Absenteeism level is in the yellow category or the medium level based on state criteria for the 2024-2025 school year.

3. Conditions & Climate:

Under the Conditions & Climate Indicator, school performance data indicates that the Suspension Rate level is in the orange category or the high level based on state criteria for the 2024-2025 school year.

School and Student Performance Data

Academic Performance English Language Arts

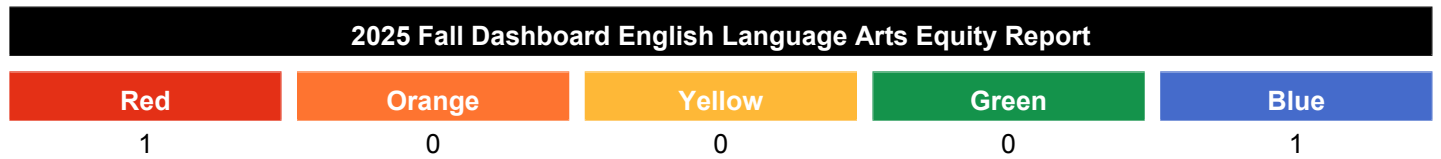
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 57.2 points above standard Declined 3.7 points 240 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Long-Term English Learners  No Performance Color
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  No Performance Color 47.9 points above standard Maintained 2.8 points 33 Students

Students with Disabilities  Red 71 points below standard Declined 36.3 points 45 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 66.6 points above standard Declined 16.9 points 27 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  No Performance Color 16.8 points below standard Increased 9.6 points 34 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Blue 60.6 points above standard Maintained -0.3 points 173 Students

Conclusions based on this data:

- Overall Performance:**

The English Language Arts Performance Indicator demonstrates that in the All Students category, students scored at the Green category or the high performance level based on state criteria for the 2024-2025 school year.
- Student Group Performance**

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

Students in the White Student Group scored in the blue category or the very high performance level, which is 60.9 points above standard. This is based on the data for 173 students.

Students with Disabilities scored in the red level which is 71 points below standard. This is based on the data for 45 students.
- English Learners:**

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

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

School and Student Performance Data

Academic Performance Mathematics

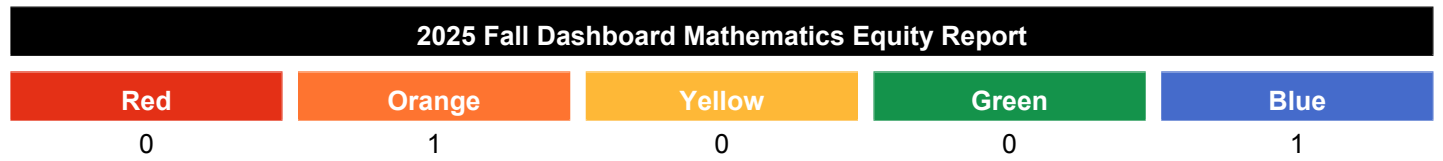
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Blue 46.9 points above standard Maintained -1.2 points 240 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  No Performance Color 25 points above standard Declined 11.9 points 33 Students

Students with Disabilities  Orange 80.7 points below standard Declined 33.5 points 45 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 71.2 points above standard Maintained 1 points 27 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  No Performance Color 17 points below standard Increased 11.3 points 34 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Blue 47.2 points above standard Maintained -0.7 points 173 Students

Conclusions based on this data:

- Overall Performance:
The Math Performance Indicator demonstrates that in the All Students category, students scored at the blue category or the very high performance level based on state criteria for the 2024-2025 school year.
- Student Group Performance
The Math Data Comparisons for Socioeconomically Disadvantaged and Students with Disabilities indicates that:

Students in the White Student Group scored in the blue category or the very high performance level, which is 47.2 points above standard. This is based on the data for 173 students.

Students with Disabilities scored in the orange level which is 80.7 points below standard. This is based on the data for 45 students.

There were other student groups that did not receive a performance level score due to having less than the state minimum number of students enrolled based on state criteria.
- English Learners:
The Mathematics Data Comparisons for English Learners indicates that:

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

School and Student Performance Data

Academic Performance Science

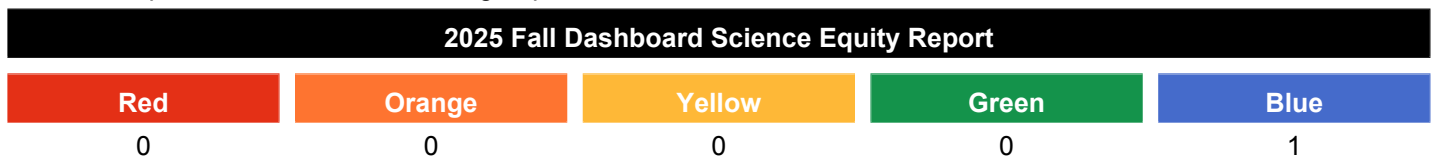
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Green 65.9 science points Declined 2 points 78 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color 58.9 science points 14 Students

Students with Disabilities  No Performance Color 43.1 science points Declined 15 points 18 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  No Performance Color 53.4 science points 11 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  Blue 67.3 science points Maintained -0.9 points 58 Students

Conclusions based on this data:

- Overall Performance:
The Science Performance Indicator demonstrates that in the All Students category, students scored at the green category or the high performance level based on state criteria for the 2024-2025 school year.
- Student Group Performance
The Science Data Comparisons for Socioeconomically Disadvantaged and Students with Disabilities indicates that:
Students in the White Student Group scored in the blue category or the very high performance level, which is 67.3 points above standard. This is based on the data for 58 students.
There were other student groups that did not receive a performance level score due to having less than the state minimum number of students enrolled based on state criteria.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color making progress. Number Students: 2 Students	 No Performance Color making progress. Number Students: 0 Students

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.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1. The English Learners Indicator did not receive a performance level score due to having less than the state minimum number of students enrolled based on state criteria.
2. Our MTSS Coordinator and our intervention teacher will continue to provide assistance to our EL students and the staff who instructs them.

School and Student Performance Data

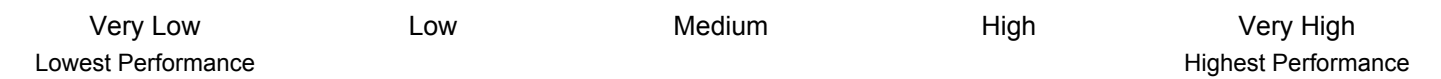
Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:
1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

4.9% Chronically Absent

Increased 0.9

536 Students

English Learners



No Performance Color

Fewer than 11 students - No Data for Privacy

5 Students

Long-Term English Learners

Foster Youth



No Performance Color

0 Students

Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

Socioeconomically Disadvantaged



Green

7% Chronically Absent

Declined 4.6

71 Students

Students with Disabilities  Orange 10.1% Chronically Absent Increased 3.5 99 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  Green 1.9% Chronically Absent Increased 1.9 52 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Hispanic  Orange 7.5% Chronically Absent Increased 4.8 80 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	White  Green 4.7% Chronically Absent Maintained 0.3 381 Students

Conclusions based on this data:

- Overall Performance**
The Chronic Absenteeism Indicator demonstrates that in the All Students category, students scored in the yellow category or the medium performance level as 4.9 percent of students out of a total of 536 students were considered chronically absent based on state criteria for the 2024-2025 school year.
- Student Group**

The Chronic Absenteeism Indicator demonstrates that in the Student Group category, Asian students scored in the green category or the low level as 1.9 percent of students out of a total of 52 students were considered chronically absent based on state criteria for the 2024-2025 school year.

The Chronic Absenteeism Indicator demonstrates that in the Student Group category, White students scored in the green category or the low level as 4.7 percent of students out of a total of 381 students were considered chronically absent based on state criteria for the 2024-2025 school year.

The Chronic Absenteeism Indicator demonstrates that in the Student Group category, Hispanic students scored in the orange category or the medium level as 7.5 percent of students out of a total of 80 students were considered chronically absent based on state criteria for the 2024-2025 school year.

The Chronic Absenteeism Indicator demonstrates that in the Student Group category, Socioeconomically Disadvantaged students scored in the green category or the low level as 7 percent of students out of a total of 71 students were considered chronically absent based on state criteria for the 2024-2025 school year.

The Chronic Absenteeism Indicator demonstrates that in the Student Group category, Students with Disabilities students scored in the orange category or the medium level as 10.1 percent of students out of a total of 99 students were considered chronically absent based on state criteria for the 2024-2025 school year.

School and Student Performance Data

Academic Engagement Graduation Rate

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Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

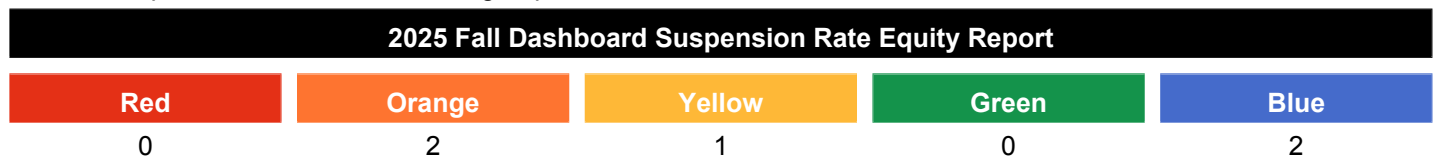
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 1.1% suspended at least one day Increased 1.1% 537 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  Orange 2.8% suspended at least one day Increased 2.8% 72 Students

Students with Disabilities  Blue 0% suspended at least one day Maintained 0% 99 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  Blue 0% suspended at least one day Maintained 0% 52 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Hispanic  Orange 2.5% suspended at least one day Increased 2.5% 80 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	White  Yellow 0.8% suspended at least one day Increased 0.8% 382 Students

Conclusions based on this data:

- Overall Performance:**

The Suspension Rate Indicator demonstrates that in the All Students category, students scored in the orange category or the medium level as 1.1% percent of students out of a total of 537 students were suspended at least one day during the 2024-2025 school year. This scoring is based on state criteria.
- Student Group Performance:**

The Suspension Rate Indicator demonstrates that in the Student Group category, Socioeconomically Disadvantaged students scored in the blue category or the medium level as 2.8% percent of students out of a total of 72 students were suspended at least one day during the 2024-2025 school year. This scoring is based on state criteria.

The Suspension Rate Indicator demonstrates that in the Student Group category, Students With Disabilities students scored in the blue category or the very low level as 0% percent of students out of a total of 99 students were suspended at least one day during the 2024-2025 school year. This scoring is based on state criteria.
- Race/Ethnicity:**

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

Students in the White Student Group scored in the yellow category or the medium level as 0.8% percent of students out of a total of 382 students were suspended at least one day during the 2024-2025 school year. This scoring is based on state criteria.

Students in the Asian Student Group scored in the blue category or the very low level as 0% percent of students out of a total of 52 students were suspended at least one day during the 2024-2025 school year. This scoring is based on state criteria.

Students in the Hispanic Student Group scored in the orange category or the high level as 2.5% percent of students out of a total of 80 students were suspended at least one day during the 2024-2025 school year. This scoring is based on state criteria.

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

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Educational Services

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A review of the California School Dashboard and local data reveals areas requiring significant improvement, particularly among specific student groups and performance indicators: Our Special Education subgroup declined in both English Language Arts and Mathematics, grade level subgroups declined the areas of English Language Arts and Mathematics. The following steps are being taken to address the areas identified: Additional planning time for all teachers, district-wide professional development, and additional staffing including an intervention aid.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarter Balanced Assessment for ELA (2025)	In the spring of 2025, 76.64% of 3rd-5th grade students met or exceeded standards on the English Language Arts portion of the CAASPP test. This is a decrease of 2.3% from the last reported result in the 2023-2024 school year.	We have a goal to increase our school-wide performance by 3% in language arts and 3% in math for the 2025-2026 school year.
Smarter Balanced Assessment for Math (2025)	In the spring of 2025, 75.41% of 3rd-5th grade students met or exceeded standards on the math portion of the CAASPP test. This is a decrease of 1.14% from the last reported result in the 2023-2024 school year	We have a goal to increase our school-wide performance by 3% in language arts and 3% in math for the 2025-2026 school year.
Accelerated Reader (Star Reading Test)	In the fall of 2025, the following percentages of students were At or Above, On Watch, Intervention, or	We have a goal to improve our percentage of students performing At or Above Benchmark to at least 83% in

	Urgent Intervention levels at the start of the school year. 3rd Grade At or Above Benchmark - 80% On Watch - 12% Intervention - 5% Urgent Intervention -3% 4th Grade At or Above Benchmark - 70% On Watch - 24% Intervention - 3% Urgent Intervention - 3% 5th Grade At or Above Benchmark - 72% On Watch - 20.5% Intervention - 5.7% Urgent Intervention - 2.3%	grades 3-5 by the end of the 2025-2026 school year.
Acadience (DIBELS) (2025)	1st Grade Benchmark Reading Fluency - 87% 1st Grade BPST - 99% 1st Grade High Frequency Words - 99% 2nd Grade DORF Fluency - 84% 2nd Grade DORF Accuracy - 86% 3rd Grade DORF Fluency - 79% 3rd Grade DORF Accuracy - 85% 4th Grade DORF Fluency - 84% 4th Grade DORF Accuracy - 92% 5th Grade DORF Fluency - 73% 5th Grade DORF Accuracy - 80%	We have a goal to increase our percentage of student proficiency on all District benchmark assessments by 3% in the 2025-2026 school year.
IXL (2025)	Third Grade - 48% of our third grade students performed Above or On Grade Level on the IXL Diagnostic Assessment demonstrating mastery of math standards for Trimester 1 of the 2025-2026 school year. Fourth Grade - 51% of our fourth grade students performed Above or On Grade Level on the IXL Diagnostic Assessment demonstrating mastery of math standards for Trimester 1 of the 2025-2026 school year. Fifth Grade - 43% of our fifth grade students performed Above or On Grade Level on the IXL Diagnostic Assessment demonstrating mastery of math standards for Trimester 1 of the 2025-2026 school year.	We have a goal for 80% of students in grades 3-5 performing Above or On Grade Level on the IXL Diagnostic Assessment at the end of the 2025-2026 school year.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Alignment of Instruction with Content Standards Jackson Elementary School will utilize district adopted, standards-aligned language arts and math curriculum, and California Standards instruction will be supplemented with a variety of resources as needed. Students will participate in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through guided reading techniques. Students will participate in the Step Up to Writing activities/Units of Study in Reading/Writing designed to address all stages of the writing process, and students will improve their writing skills through use of these programs. Teachers will focus on instructional strategies and use trimester math assessments/IABs to guide instruction. Teachers will use Reflex Math and IXL Math with students to differentiate instruction based on individual student needs. Teachers will continue to focus on the Next Generation Science Standards (NGSS) using TWIG Science, Mystery Science, school garden lessons, and other NGSS aligned bridge programs.	All Students	District Funded 5000-5999: Services And Other Operating Expenditures Accelerated Reader license District Funded 5000-5999: Services And Other Operating Expenditures IXL Math for the 25-26 school year District Funded 5000-5999: Services And Other Operating Expenditures Reflex Math subscription for the 25-26 school year District Funded 5000-5999: Services And Other Operating Expenditures ESGI Assessment Program 4,000.00 PTO 2000-2999: Classified Personnel Salaries Garden Coordinator 368.32 PTO 3000-3999: Employee Benefits Garden Coordinator
1.2	Improvement of instructional strategies and materials: Jackson Elementary School will utilize proven instructional methods, including but not limited to, Guided Language Acquisition Design (GLAD), Daily 5, Universal Design for Learning (UDL), Response to Intervention (RtI), and Designated and Integrated English Language Development Strategies. Frequent formative assessments will be used to identify students in need of academic intervention, and such supports will be provided using materials shown to be effective in addressing academic deficits and for providing differentiated support for students performing at an advanced level. Paraeducator support is provided to all classes supporting students in areas of academic need. Enrichment opportunities, embedded within the school day and offered before or after school, will be provided to increase student engagement and assist students in advancing their learning. The ELPAC assessment will be given to English Learners annually to determine the mastery of English Language skills and what instructional	All Students	13,963.31 District Funded 3000-3999: Employee Benefits Intervention Teacher 58,604.57 District Funded 1000-1999: Certificated Personnel Salaries Intervention Teacher 12141.78 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Paraeducators for Intervention in ELA Salary and Benefits None Specified District Funded

	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.		2000-2999: Classified Personnel Salaries TK/Kindergarten Paraeducators District Funded 1000-1999: Certificated Personnel Salaries Trimester Assessment Substitutes 11,429.09 Site Formula Funds 2000-2999: Classified Personnel Salaries Salary Plus Benefits for First Grade ELA Aide (8,393.00 plus 3,035.87 in benefits) 16,916.00 PTO 2000-2999: Classified Personnel Salaries Salary plus Benefits for Intervention Aide 1489.71 Professional Development Block Grant 5800: Professional/Consulting Services And Operating Expenditures Step Up to Writing Professional Development 2913.92 Professional Development Block Grant 1000-1999: Certificated Personnel Salaries Substitutes For Grade Level Team Planning Days
1.3	Extended Learning Time, Increased Educational Opportunity & Support Services: Jackson Elementary School will provide extended learning time and increased educational opportunities for students. Such opportunities will include access to online programs including iXL Math, Typing Agent, Reflex Math, and Accelerated Reader. Field trips, coinciding with areas of study and aligned to the California State Standards, will be provided to further enhance students' learning. Students will have the opportunity to participate in a robust music program where they will learn to read music and play the recorder. Students have the opportunity to participate in Junior and Senior Choir as well as the Jackson Actors Guild. Students will have the opportunity to participate in our Instrumental Band program and our Drum Club. All students in K-5th grade will have a dance experience culminating with a schoolwide dance performance in the fall. Extracurricular learning	All Students	500 PTO 5000-5999: Services And Other Operating Expenditures Science Fair 225.00 Site Formula Funds 5000-5999: Services And Other Operating Expenditures Spelling Bee 550.00 Site Formula Funds 1000-1999: Certificated Personnel Salaries Spelling Bee Substitutes 250.00 Site Formula Funds 5000-5999: Services And Other Operating Expenditures Oral Interpretation 179.97 Site Formula Funds

	opportunities include: Nature Bowl, Spelling Bee, Oral Interpretation, the S.A.G.E. Map Contest, Science Fair, recorder concerts, and band concerts. The TK-3 classes visit the library weekly for story time and to check out library books. The Reading program in the library celebrates "words read" on a monthly basis and the principal presents certificates in classrooms. Students participate in the Accelerated Reader program to improve their reading lexile. In February, the school celebrates "I Love Reading Week" to promote literacy. Jackson School also participates in the Six Flags Read to Succeed Reading Challenge. In March, the school will partner with the local business "Face in a Book" who provides an author visit/assembly to our school each spring.		1000-1999: Certificated Personnel Salaries Oral Interpretation Substitutes 179.97 Site Formula Funds 1000-1999: Certificated Personnel Salaries Nature Bowl Substitutes 2500.00 PTO 4000-4999: Books And Supplies Library Collection
1.4	Staff development and professional collaboration: Jackson Elementary School will ensure that staff members responsible for providing and overseeing instruction, including certificated teachers, classified support specialists, and site administrators, are afforded opportunities to receive up to date training on best instructional practices (see Goal 1, Strategy 2). Partnerships with the El Dorado County Office of Education and Sacramento County Office of Education will provide increased opportunities for professional development and communities of practice. "Early Release Wednesdays" will enable professional collaboration among grade levels and ensure that staff has the time needed to engage in professional growth, conduct analysis of student performance, and develop instructional strategies to best meet students' needs.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Universal Design For Learning (UDL) Professional Development
1.5	Involvement of staff, parents, and community: Jackson Elementary School will involve staff, parents, students, and community members in school activities and planning sessions. Parents, students, and staff will have the opportunity to participate on the School Site Council and be part of the decision making process. Additionally, all teachers, classified employees, parents, and a diverse group of students will have the opportunity represent our school and provide input on the school district's Local Control Accountability Plan. Parents of English learners will be invited to participate in the District English Language Advisory Committee (DELAC). Stakeholders will be informed about opportunities to participate through our school's website, newsletters, weekly email blasts, social media, and other forms of communication. The school will work closely with the Parent Teacher Club (PTO) to improve opportunities for students and to enhance the campus.		

1.6			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Staff development for the 2024-2025 school year continued to focus on working with a math consultant. Jackson was able to implement all of the programs and extracurricular activities as listed above.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences in the expenditures for our goals and what we actually spent.

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

Teachers will continue to have a grade level team planning day to incorporate new curricular ideas from district provided trainings and review of CAASPP data, benchmark data, etc. Teachers will also participate in district-wide professional development on Universal Design for Learning.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Safe, clean, student-centered learning environments.

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 to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A review of the California School Dashboard and local data highlights areas needing significant improvement in creating student-centered learning environments that are responsive to the social-emotional needs of all students and families.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Culture and Climate Survey	The RUSD Culture and Climate Survey was administered in the Fall of 2025. 137 3rd, 4th, and 5th grade students participated in the survey. The survey indicated that 88.3% of students surveyed feel safe at school most or all of the time. 93.4% of all students surveyed feel well connected with at least 2 friends at Jackson Elementary School.. 92% of students reported a high level of caring and support by staff members towards students.	For the remainder 2025-2026 school year, the goal is for the following: Students feeling safe will be increased (or maintained if the percentage is really high) to an overall score of 92%. Students feeling connected to at least 2 friends at Jackson Elementary School will be increased (or maintained if the percentage is really high) to an overall score of 95%. Students feeling cared for by staff will be increased (or maintained if the percentage is really high) to an overall score of 95%.
LCAP Parent Survey	The survey indicated that 86% of parents surveyed agree/strongly agree that Jackson Elementary School is a safe place for their child. 83% of all parents surveyed agree/strongly agree that Jackson Elementary School communicates with	Parents agree/strongly agree that their child's school is a safe place will increase by 3% for the 2025-2026 school year. Parents agree/strongly agree that communication with parents/guardians in a timely and informative manner will

	parents/guardians in a timely and informative manner. 94% of all parents surveyed agree/strongly agree that Jackson Elementary School has adults who really care about students.	increase by 3% for the 2025-2026 school year. Parents agree/strongly agree that school staff really care about students will increase by 1% in the 2025-2026 school year.
CA School Dashboard Chronic Absenteeism Rate	Chronic Absenteeism is 4.9%. We will continue to focus on reducing this percentage of our student body.	Our goal is to reduce the Chronic Absenteeism Rate by 1% for the 2025-2026 school year.
CA School Dashboard Suspension Rate	The Suspension Rate is 1.1% and in the low range on the 2025 dashboard for all students.	Our goal is to reduce the Suspension Rate by 0.2% for the 2025-2026 school year. Our goal is to continue to maintain a low percentage of suspensions through alternatives to suspension and restorative practices.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	School Safety: Jackson Elementary School will work to ensure that all students and staff are safe on campus. All employees and students will regularly participate in emergency preparedness drills and the staff will be proficient with the use of the Catapult Emergency Response System. Students will be provided with lessons on digital citizenship and online safety. All students will participate in Red Ribbon activities designed to educate children about the dangers of drug and alcohol abuse, and students in grade 5 will receive sexual health education as prescribed by law. All staff will be appropriately trained in Child Abuse Mandated Reporter requirements, and processes will be in place to ensure that visitors to the campus are appropriately supervised, and volunteers are cleared for TB and fingerprinted/ background checks if they are going on a field trip. Staff will participate in county provided trainings from the El Dorado County Sheriff's Office. 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.	All Students	263.29 Site Formula Funds 4000-4999: Books And Supplies Red Ribbon Materials
2.2	School Climate & Community Building: Jackson Elementary School will work to ensure that all students feel connected to school and that their social, emotional, and behavioral needs are met. The Positive Behavioral Interventions and Supports	All Students	2000.00 PTO 5000-5999: Services And Other Operating Expenditures Touch of Understanding Event for Fourth Graders

	(PBIS) framework will be used to create systems that teach students appropriate behaviors for locations throughout the school. The school's PBIS team will develop a positive reinforcement system to encourage and support appropriate behavior. Trauma Informed Practices will be used to help calm and re-regulate students who are overwhelmed or over stimulated. Comfort Corners and other areas will be established on campus as de-escalation zones where children can go to feel safe. A social-emotional book library will be available to students in the Counseling Center. Character Counts traits will be a focus each month culminating in a schoolwide assembly to celebrate positive behavior. A school counselor will be available five days per week to assist students with mental health needs. The school counselor will present classrooms presentations on the following topics: managing worry/anxiety, bullying, cyber-bullying, managing anger and frustration, managing disappointment, kindness and compassion, empathy, growth mindset, problem solving, taking responsibility, playing fair, and peer pressure. Individual counseling, small group sessions, and whole class instruction will be provided based on a tiered system as established by the beginning of the year Student SEL Inventories. School assemblies will be provided to celebrate student achievement and character development. The RUSD Culture and Climate Survey will be administered to students in 3rd-5th grade, and the results will be analyzed by the site leadership team to determine additional areas for growth.		1000.00 Site Formula Funds 4000-4999: Books And Supplies JAG-Y Gem of the Month Supplies 1500.00 PTO 4000-4999: Books And Supplies Art Materials for Creative Expression District Funded 1000-1999: Certificated Personnel Salaries Full time School Counselor
2.3	Staff Collaboration & Professional Development: Jackson Elementary School will provide teachers and classified support staff with professional development to continually improve school climate. Topics will include Social Emotional Learning (SEL), Trauma Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Multi-Tiered Systems of Support (MTSS), 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.	All Students	3825.15 Professional Development Block Grant 5800: Professional/Consulting Services And Operating Expenditures PBIS Professional Development and Training for the PBIS Team 165.25 Professional Development Block Grant 4000-4999: Books And Supplies PBIS Team Materials
2.4			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The Implementation of a school-wide PBIS program with daily, weekly and monthly rewards, has resulted in a low suspension rate. Jackson continues to offer activities that promote positive behavior, good physical and social emotional health and awareness.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences in the expenditures of our goals and what we actually spent.

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

Professional development will be provided for the site PBIS team to continue to support a positive school climate.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Technical Infrastructure and Support Systems

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A review of the California School Dashboard and local data highlights the need for ongoing improvements in technical infrastructure and support systems to ensure that high-quality education and effective learning environments flourish for all students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Williams Act/Uniform Complaints	No Williams Act/Uniform Complaints were received during the 2025-2026 school year.	100% of Williams Act/Uniform Complaints will be resolved in a timely manner.
Facility Inspection Tool	The facilities were reported to be in fair repair as measured by the Facility Inspection Tool.	Facilities will be in "good repair" or higher as measured by the 2025-2026 Facility Inspection Tool.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

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

			Health Aide Training
3.2	Facilities & Technology Infrastructure: Jackson Elementary School will work with the RUSD Maintenance and Operations Department, to determine areas for facility improvement. Necessary improvements will be communicated to RUSD Maintenance personnel through the use of the online work order system. We will engage in school beautification projects through our PTO as well as student Nature Bowl club.	All Students	District Funded 5000-5999: Services And Other Operating Expenditures New carpet in 4 classrooms in the F-Wing.

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Jackson continues to receive timely responses from our district Maintenance and Facilities Department. Our Lead Custodian is very efficient with creating work orders for items that need repair or improvement and the response from the District is timely.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There is no difference between the intended implementation as the goal is ongoing and continues to be implemented.

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

No current changes as the goal is ongoing.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 6

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 7

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 8

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 9

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 10

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$1119.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$134,965.33
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
District Funded	\$72,567.88
LCFF - Supplemental	\$12,141.78
Professional Development Block Grant	\$8,394.03
PTO	\$27,784.32
Site Formula Funds	\$14,077.32

Subtotal of state or local funds included for this school: \$134,965.33

Total of federal, state, and/or local funds for this school: \$134,965.33

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
District Funded	72,567.88
LCFF - Supplemental	12,141.78
Professional Development Block Grant	8,394.03
PTO	27,784.32
Site Formula Funds	14,077.32

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	62,428.43
2000-2999: Classified Personnel Salaries	44,486.87
3000-3999: Employee Benefits	14,331.63
4000-4999: Books And Supplies	5,428.54
5000-5999: Services And Other Operating Expenditures	2,975.00
5800: Professional/Consulting Services And Operating Expenditures	5,314.86

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	58,604.57
3000-3999: Employee Benefits	District Funded	13,963.31
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	12,141.78
1000-1999: Certificated Personnel Salaries	Professional Development Block Grant	2,913.92

4000-4999: Books And Supplies	Professional Development Block Grant	165.25
5800: Professional/Consulting Services And Operating Expenditures	Professional Development Block Grant	5,314.86
2000-2999: Classified Personnel Salaries	PTO	20,916.00
3000-3999: Employee Benefits	PTO	368.32
4000-4999: Books And Supplies	PTO	4,000.00
5000-5999: Services And Other Operating Expenditures	PTO	2,500.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	909.94
2000-2999: Classified Personnel Salaries	Site Formula Funds	11,429.09
4000-4999: Books And Supplies	Site Formula Funds	1,263.29
5000-5999: Services And Other Operating Expenditures	Site Formula Funds	475.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	126,211.64
Goal 2	8,753.69

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
Molly Griffin	Principal
Karen Magallanes	Classroom Teacher
Debbie Faleschini	Classroom Teacher
Michele Driscoll	Other School Staff
Hanna Calleri	Parent or Community Member
Shawna Hook	Parent or Community Member
Danielle Rios	Other School Staff Parent or Community Member
Emily Cardenas	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 12/8/25.

Attested:

Principal, Molly Griffin on 12/8/25
SSC Chairperson, Michele Driscoll on 12/8/25

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The 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. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and 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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. 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. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal 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. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable 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.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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 children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - 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.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. 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).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. 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:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. 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.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lake Forest Elementary School	09619786109441	1/22/2025	2/11/2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The 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. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Lake Forest Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Comprehensive Support and Improvement

Targeted Support and Improvement

The Single Plan for Student Achievement (SPSA) for Lake Forest Elementary School outlines a comprehensive strategy to meet the requirements of the Every Student Succeeds Act (ESSA) by aligning with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs. This plan focuses on promoting academic learning opportunities, ensuring equity through multiple measures, providing equitable resource allocation, and implementing evidence-based interventions to close achievement gaps and support all students in achieving success.

1. Academic Learning Opportunities

Lake Forest Elementary School prioritizes high-quality academic programs to ensure every student has access to rigorous, standards-based instruction. Key initiatives include:

- * Core Curriculum Alignment: Implementation of the California State Standards across all grade levels using district-adopted curriculum and supplemental resources.
- * Differentiated Instruction: Teachers utilize formative assessments to tailor instruction, addressing the unique needs of diverse learners, including English Learners (ELs), students with disabilities (SWD), and gifted students.
- * Extended Learning Time: The school offers after-school programs, summer learning opportunities, and targeted intervention blocks to provide additional support for students who need it.
- * College and Career Readiness: Introduction of STEM (Science, Technology, Engineering, and Mathematics) projects, coding workshops, and literacy challenges to prepare students for future opportunities.

2. Multiple Measures of Equity

Equity is at the forefront of Lake Forest Elementary School's improvement efforts, as evidenced by:

- * Data-Driven Decision Making: Regular analysis of data from the California School Dashboard, Smarter Balanced Assessments, attendance records, and social-emotional learning surveys to identify and address disparities.
- * Disaggregated Metrics: Monitoring academic performance, attendance, discipline, and graduation rates by subgroup (e.g., socioeconomically disadvantaged, English Learners, and foster youth) to ensure targeted supports are provided.
- * Inclusive Practices: All students have access to inclusive environments, supported by co-teaching models, Universal Design for Learning (UDL) strategies, and Multi-Tiered Systems of Support (MTSS).
- * Feedback from Stakeholders: Engaging families, community members, and students through surveys, focus groups, and School Site Council meetings to inform equitable practices.

3. Resource Equity

Lake Forest Elementary School ensures equitable distribution of resources to support the learning needs of all students:

- * Title I Funding Utilization: Resources are allocated to hire intervention specialists, provide professional development, and purchase instructional materials specifically designed for struggling learners.
- * Technology Access: A 1:1 device program ensures all students have access to Chromebooks or iPads, with robust Wi-Fi availability to support digital learning both on campus and at home.
- * Targeted Investments: Additional staffing for paraprofessionals and counselors ensures smaller group sizes for interventions and social-emotional support for students who need it most.
- * Facility Improvements: Classrooms are equipped with modern tools, flexible seating, and assistive technologies to create engaging and accessible learning environments.

4. Evidence-Based Interventions

To address areas of need and improve student outcomes, Lake Forest Elementary School employs evidence-based practices validated by research:

- * Reading and Math Interventions: Programs such as i-Ready, Accelerated Reader, and Reflex Math are utilized to diagnose and support student progress.
- * Social-Emotional Learning (SEL): Implementation of Character Strong and Zones of Regulation to build resilience and foster emotional intelligence.
- * Professional Development: Ongoing training for teachers in culturally responsive teaching, Positive Behavioral Interventions and Supports (PBIS), and trauma-informed practices.
- * Behavioral Support Systems: Adoption of PBIS and Restorative Practices to reduce suspensions and promote a positive school culture.
- * Progress Monitoring: Frequent benchmark testing and progress tracking ensure interventions are adjusted based on student performance and growth.

Alignment with the Local Control and Accountability Plan (LCAP)

This SPSA aligns seamlessly with the district's LCAP goals:

- * LCAP Goal 1: Ensure all students have access to rigorous, high-quality instruction aligned to state standards.
- * LCAP Goal 2: Promote social-emotional well-being and safe, inclusive learning environments.
- * LCAP Goal 3: Strengthen partnerships with families and the community to support student success.

Through strategic planning and an equity-focused approach, [School Name] is committed to providing all students with the tools and opportunities they need to thrive academically, socially, and emotionally. This SPSA is a living document, regularly reviewed and updated to meet the evolving needs of our students and the community.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

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Through strategic planning and an equity-focused approach, [School Name] is committed to providing all students with the tools and opportunities they need to thrive academically, socially, and emotionally. This SPSA is a living document, regularly reviewed and updated to meet the evolving needs of our students and the community.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The staff collaborated on the School Plan for Achievement during our Site Collaboration Meetings on the following dates: August 20, 2025, October 1, 2025, October 15, 2025, November 5, 2025, December 17, 2025, and January 21, 2026. Our School Site Council reviewed, provided feedback, and approved the plan on October 6, 2025, November 3, 2025, January 13, 2026, and January 22, 2026. The site council team included teachers, parents, and administration. Notification of the site council meeting was made public through our school website and weekly bulletin.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The suspension rate of Lake Forest Elementary School was in the orange performance category for the 2024-25 school year, where 2% were suspended at least one day. This was an increase of 0.7% from the previous year. There were several steps taken to decrease this suspension rate including meeting frequently with the students who were suspended and their parents to come up with a plan to help support the students in the areas of academics, behavior, and social-emotional. In addition, the Special Education team, including the Behaviorists, Registered Behavior Technicians, school counselors, and school psychologist supported the teachers with behavior training and in-the-moment behavioral support.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Lake Forest Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.44%	%	%	2		
African American	1.32%	0.48%	%	6	2	
Asian	3.3%	3.35%	2.61%	15	14	11
Filipino	1.54%	1.20%	0.95%	7	5	4
Hispanic/Latino	17.36%	16.99%	18.53%	79	71	78
Pacific Islander	0.22%	0.48%	0.24%	1	2	1
White	71.87%	74.16%	75.30%	327	310	317
Two or More Races	3.96%	3.35%	2.38%	18	14	10
Not Reported	0%	%	%	0		8
Total Enrollment				455	418	429

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			25
Kindergarten	73	41	68
Grade 1	77	64	50
Grade 2	59	72	66
Grade3	92	62	76
Grade 4	76	87	65
Grade 5	78	68	79
Total Enrollment	455	418	429

Conclusions based on this data:

1. It can be concluded from this data that Lake Forest Elementary School is a fairly homogeneous group of students that has a population that is holding steady. During the reporting period 2024-25, school provided educational service to 421 students.
2. Our school site enrollment began at 421 for the 2024-25 school year, which included 33 students who were in our school district's TK-5th grade Special Day Classes (SDC).

3. It can also be concluded that we have students who fall in White and Hispanic Subgroups of the "Enrollment by Student Group," with white students being the highest percentage.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	24	22	15	5.3%	5.3%	3.6%
Fluent English Proficient (FEP)	9	7	9	2.0%	1.7%	2.1%

Conclusions based on this data:

1. Based on current data, Lake Forest does not currently have a EL subgroup within state testing range.
2. The students who are identified as EL receive small group and individual instruction to help meet their learning needs and differences.
3. Looking at the grade level breakdown of our EL students, the majority of our EL students are in second and third grades for the 2024-25 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	89	58	74	86	58	72	86	58	72	96.6	100	97.3
Grade 4	72	81	61	71	78	61	71	78	61	98.6	96.3	100
Grade 5	76	63	78	75	60	78	75	60	78	98.7	95.2	100
All Grades	237	202	213	232	196	211	232	196	211	97.9	97	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2484.	2455.	2436.	50.00	32.76	26.39	29.07	34.48	31.94	13.95	22.41	16.67	6.98	10.34	25.00
Grade 4	2512.	2512.	2500.	40.85	46.15	42.62	25.35	16.67	24.59	16.90	26.92	14.75	16.90	10.26	18.03
Grade 5	2520.	2555.	2564.	26.67	43.33	44.87	36.00	28.33	32.05	17.33	16.67	15.38	20.00	11.67	7.69
All Grades	N/A	N/A	N/A	39.66	41.33	37.91	30.17	25.51	29.86	15.95	22.45	15.64	14.22	10.71	16.59

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	40.70	25.86	20.83	48.84	67.24	56.94	10.47	6.90	22.22
Grade 4	32.39	41.03	39.34	59.15	52.56	55.74	8.45	6.41	4.92
Grade 5	28.38	28.33	37.18	58.11	61.67	57.69	13.51	10.00	5.13
All Grades	34.20	32.65	32.23	54.98	59.69	56.87	10.82	7.65	10.90

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	31.40	13.79	16.67	59.30	74.14	62.50	9.30	12.07	20.83
Grade 4	22.54	26.92	18.03	64.79	55.13	72.13	12.68	17.95	9.84
Grade 5	18.92	31.67	34.62	60.81	60.00	51.28	20.27	8.33	14.10
All Grades	24.68	24.49	23.70	61.47	62.24	61.14	13.85	13.27	15.17

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	17.44	18.97	15.28	73.26	67.24	65.28	9.30	13.79	19.44
Grade 4	22.54	19.23	14.75	63.38	75.64	68.85	14.08	5.13	16.39
Grade 5	14.86	16.67	21.79	74.32	78.33	74.36	10.81	5.00	3.85
All Grades	18.18	18.37	17.54	70.56	73.98	69.67	11.26	7.65	12.80

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	29.07	20.69	18.06	68.60	70.69	66.67	2.33	8.62	15.28
Grade 4	21.13	33.33	19.67	67.61	57.69	70.49	11.27	8.97	9.84
Grade 5	18.67	35.00	35.90	65.33	60.00	61.54	16.00	5.00	2.56
All Grades	23.28	30.10	25.12	67.24	62.24	65.88	9.48	7.65	9.00

Conclusions based on this data:

- In the spring of 2025, Lake Forest students took the CAASPP test. The overall scores show that 67.77% of Lake Forest students met or exceeded standards on the English Language Arts portion of the CAASPP test. This is a decrease of 0.93% from the last reported result in the 2023-2024 school year.

Overall year-over-year performance
The 5th grade students were the highest-performing group when compared against all grades in the area of English Language Arts with 76.92% of students meeting or exceeding standards.

The 4th grade students were the next highest-performing group when compared against all grades in the area of English Language Arts with 67.21% of students meeting or exceeding standards.

The 3rd grade students were the lowest-performing group when compared against all grades in the area of English Language Arts with 58.33% of students meeting or exceeding standards
- In the spring of 2025, Lake Forest students took the CAASPP test. Claim data was provided to illustrate areas of strength and areas of focus based on student performance.

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

When looking at the claim categories, 4th grade students performed better in the Reading claim when compared against all grade levels. 4th grade students performed better in the Writing claim when compared against all grade levels. 5th grade students performed better in the Listening claim when compared against all grade levels. 5th grade students performed better in the Research and Inquiry claims when compared against all grade levels.

3. In the spring of 2025, Lake Forest students took the CAASPP test. Using the test results, we can see the following cohort data as compared to 2023-24.

Cohort Performance

When compared to the prior year (2023-2024), the same group of students improved in their overall performance from their 4th grade to their 5th grade year in English Language Arts by 14.1% to reach 76.92% of students meeting or exceeding standards.

When compared to the prior year (2023-2024), the same group of students declined in their overall performance from their 3rd grade to their 4th grade year in English Language Arts by 0.03% to reach 67.21% of students meeting or exceeding standards.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	89	58	74	86	58	72	86	58	72	96.6	100	97.3
Grade 4	72	81	61	71	78	61	71	78	61	98.6	96.3	100
Grade 5	76	63	78	75	60	78	74	60	78	98.7	95.2	100
All Grades	237	202	213	232	196	211	231	196	211	97.9	97	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2501.	2466.	2452.	53.49	32.76	22.22	27.91	37.93	44.44	15.12	13.79	15.28	3.49	15.52	18.06
Grade 4	2532.	2521.	2522.	50.70	42.31	37.70	25.35	24.36	36.07	11.27	26.92	18.03	12.68	6.41	8.20
Grade 5	2537.	2554.	2550.	31.08	40.00	43.59	27.03	31.67	21.79	27.03	16.67	24.36	14.86	11.67	10.26
Grade 11															
All Grades	N/A	N/A	N/A	45.45	38.78	34.60	26.84	30.61	33.65	17.75	19.90	19.43	9.96	10.71	12.32

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	55.81	41.38	29.17	40.70	44.83	52.78	3.49	13.79	18.06
Grade 4	59.15	44.87	54.10	30.99	47.44	34.43	9.86	7.69	11.48
Grade 5	31.08	40.00	33.33	54.05	46.67	55.13	14.86	13.33	11.54
Grade 11									
All Grades	48.92	42.35	37.91	41.99	46.43	48.34	9.09	11.22	13.74

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	51.16	39.66	27.78	45.35	44.83	55.56	3.49	15.52	16.67
Grade 4	40.85	35.90	31.15	45.07	47.44	55.74	14.08	16.67	13.11
Grade 5	27.03	30.00	34.62	58.11	58.33	51.28	14.86	11.67	14.10
All Grades	40.26	35.20	31.28	49.35	50.00	54.03	10.39	14.80	14.69

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	52.33	25.86	29.17	41.86	60.34	58.33	5.81	13.79	12.50
Grade 4	38.03	35.90	36.07	49.30	56.41	50.82	12.68	7.69	13.11
Grade 5	24.32	18.33	28.21	67.57	71.67	58.97	8.11	10.00	12.82
All Grades	38.96	27.55	30.81	52.38	62.24	56.40	8.66	10.20	12.80

Conclusions based on this data:

- In the spring of 2025, Lake Forest students took the CAASPP test. The overall scores show that 68.25% of Lake Forest students met or exceeded standards on the Math portion of the CAASPP test. This is a decrease of 1.14% from the last reported result in the 2023-2024 school year.

Overall year-over-year performance
The 4th grade students were the highest-performing group when compared against all grades in the area of Math with 73.77% of students meeting or exceeding standards.

The 3rd grade students were the next highest-performing group when compared against all grades in the area of Math with 66.66% of students meeting or exceeding standards.

The 5th grade students were the lowest-performing group when compared against all grades in the area of Math with 65.38% of students meeting or exceeding standards

2. In the spring of 2025, Lake Forest students took the CAASPP test.

CLAIMS

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

When looking at the claim categories, 4th grade students performed better in the Concepts and Procedures claim when compared against all grade levels. 4th grade students performed better in the Problem Solving and Modeling/Data Analysis claim when compared against all grade levels. 3rd grade students performed better in the Communicating Reasoning claim when compared against all grade levels.

3. In the spring of 2025, Lake Forest students took the CAASPP test. Using the test results, we can see the following cohort data as compared to 2023-24.

Cohort Performance

When compared to the prior year (2023-2024), the same group of students declined in their overall performance from their 4th grade to their 5th grade year in Math by 1.29% to reach 65.38% of students meeting or exceeding standards.

When compared to the prior year (2023-2024), the same group of students improved in their overall performance from their 3rd grade to their 4th grade year in Math by 3.08% to reach 73.77% of students meeting or exceeding standards.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://elpac.org) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	7	*	*
1	*	*		*	*		*	*		*	5	
2	*	*	*	*	*	*	*	*	*	6	*	7
3	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										23	11	11

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*		*	*		*	*		*	*		*	*	
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	34.78	27.27	9.09	26.09	45.45	45.45	30.43	18.18	45.45	8.70	9.09	0.00	23	11	11

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*		*	*		*	*		*	*		*	*	
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.43	45.45	27.27	52.17	36.36	63.64	13.04	18.18	9.09	4.35	0.00	0.00	23	11	11

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*		*	*		*	*		*	*		*	*	
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.09	9.09	9.09	17.39	27.27	18.18	34.78	36.36	45.45	21.74	27.27	27.27	23	11	11

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*		*	*		*	*		*	*	
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	52.17	54.55	18.18	43.48	45.45	63.64	4.35	0.00	18.18	23	11	11

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*		*	*		*	*		*	*	
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.09	27.27	54.55	65.22	72.73	45.45	8.70	0.00	0.00	23	11	11

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*		*	*		*	*		*	*	
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.81	9.09	9.09	61.90	72.73	54.55	14.29	18.18	36.36	21	11	11

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*		*	*		*	*		*	*	
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	39.13	9.09	18.18	47.83	63.64	63.64	13.04	27.27	18.18	23	11	11

Conclusions based on this data:

1. The ELPAC was administered to 11 students during the 2024-25 school year. The percentage of total students achieving a Level 4 in Overall Language was 9.09%.
2. During the 2024-25 school year, the level with the highest percentage of students performing on the Summative ELPAC Assessment on Overall Language was Level 3 and Level 2 with 45.45% in each level. The level with the lowest percentage of students performing on the Summative ELPAC Assessment in Overall Language, Oral Language, and Speaking Domain was Level 1 with 0.00%.
3. During the 2024-25 school year, in general, students scored higher on the Oral Language portion of the Summative ELPAC Assessment versus the Written Language portion. 90.81% of students scored in Level 3 & 4 in Oral Language, and 27.27% of students scores in Level 3 & 4 in Written Language. The domain of Oral Language is considered an overall strength, while the domain of Written Language in an area of focus on for improvement.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
421	14.3%	3.6%	0.5%
Total Number of Students enrolled in Lake Forest Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	15	3.6%
Foster Youth	2	0.5%
Homeless	2	0.5%
Socioeconomically Disadvantaged	60	14.3%
Students with Disabilities	70	16.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	0	0.0%
American Indian	0	0.0%
Asian	11	2.6%
Filipino	4	1%
Hispanic	78	18.5%
Two or More Races	10	2.4%
Pacific Islander	1	0.2%
White	317	75.3%

Conclusions based on this data:

1. Socioeconomically Disadvantaged population at Lake Forest reached 14.3% (60 students) in the 2024-25 school year.

2. Students with Disabilities was at 16.6% of the population in 2024-25 school year. This is a total of 70 students.
3. English Learners: These students make up 3.6% of the population (15 students) in the 2024-25 school year.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Yellow	Suspension Rate  Orange
Mathematics  Green		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. Academic Performance
Under the Academic Performance Indicator, student performance data indicates that they performed in the Green category or the High level in English Language Arts and Green category or the High level in Mathematics for the 2024-25 school year.

2. **Academic Engagement**
Under the Academic Engagement Indicator, student performance data indicates that the Chronic Absenteeism level is in the Yellow category or the Medium level based on state criteria for the 2024-25 school year.
3. **Conditions & Climate**
Under the Conditions & Climate Indicator, school performance data indicates that the Suspension Rate level is in the Orange category or the High level based on state criteria for the 2024-25 school year.

School and Student Performance Data

Academic Performance English Language Arts

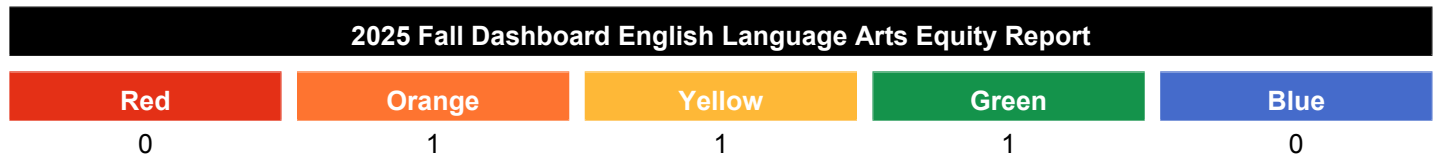
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 33.9 points above standard Declined 5.9 points 213 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  No Performance Color 13.2 points above standard Increased 14.3 points 27 Students

Students with Disabilities  Orange 33.9 points below standard Declined 14.5 points 45 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Yellow 3.7 points above standard Declined 15 points 36 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Green 38.6 points above standard Declined 4.1 points 162 Students

Conclusions based on this data:

- Overall Performance**
The English Language Arts Performance Indicator demonstrates that in the All Students category, students scored at the Green category or the High level based on state criteria for the 2024-25 school year.
- Student Group Performance**
The English Language Arts Data Comparisons for Socioeconomically Disadvantaged and Students with Disabilities indicates that:
Socioeconomically Disadvantaged Students increased 14.3 points, scoring 13.2 points above standard. This is based on the data for 27 students. The Socioeconomically Disadvantaged students did not receive a performance level colored score due to having less than the state minimum number of students enrolled based on state criteria.
Students with Disabilities scored in the Orange level which is 33.9 points below standard, showing a decrease by 14.5 points. This is based on the data for 45 students.
- Race/Ethnicity**
The English Language Arts Performance by Race/Ethnicity Indicator demonstrates that:
Students in the White Student Group scored in the Green performance level which is 38.6 points above standard, showing a decrease of 4.1 points. This is based on the data for 162 students.
Students in the Hispanic Student Group scored in the Yellow performance level which is 3.7 points above standard, showing a decline of 15 points. This is based on the data for 36 students.

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

English Learners

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

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

All students scored in the Green Performance level, which is 33.9 points above standard, maintaining their progress. This is based on the data for 213 students.

School and Student Performance Data

Academic Performance Mathematics

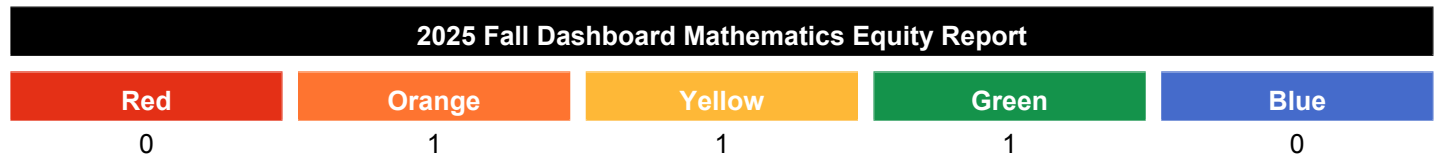
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 25.1 points above standard Declined 5.4 points 212 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  No Performance Color 19 points below standard Maintained -1.9 points 27 Students

Students with Disabilities  Orange 39.4 points below standard Declined 13 points 44 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Yellow 0.9 points below standard Maintained -2.9 points 36 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Green 31 points above standard Declined 3.2 points 161 Students

Conclusions based on this data:

- Overall Performance**
The Mathematics Performance Indicator demonstrates that in the All Students category, students scored at the Green level, which is the second-highest level based on state criteria for the 2024-25 school year.
- Student Group Performance**
The Mathematics Data Comparisons for Socioeconomically Disadvantaged and Students with Disabilities indicates that:
Socioeconomically Disadvantaged Students did not receive a performance level colored score due to having less than the state minimum number of students enrolled based on state criteria. The socioeconomically disadvantaged students scored 19 points below standard, maintaining a decrease of 1.9 points. This is based on the data for 27 students.
Students with Disabilities scored in the Orange level which is 39.4 points below standard, showing a decline of 13 points. This is based on the data for 44 students.
- Race/Ethnicity**
The Mathematics Performance by Race/Ethnicity Indicator demonstrates that:
Students in the White Student Group scored in the Green performance level which is 31 points above standard, showing a decrease of 3.2 points. This is based on the data for 161 students.
Students in the Hispanic Student Group scored in the Yellow performance level which is 0.9 points below standard, showing a maintain of decreasing 2.9 points. This is based on the data for 36 students.

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

English Learners

The Mathematics Data Comparisons for English Learners indicates that:

Current English Learners did not receive a performance level colored score due to having less than the state minimum number of students enrolled based on state criteria. English Learners scored 15.2 points above standard, showing an increase of 6.4 points. This is based on data for 12 students.

All students scored 25.1 points above standard, showing a decrease of 5.4 points. This is based on the data for 213 students.

School and Student Performance Data

Academic Performance Science

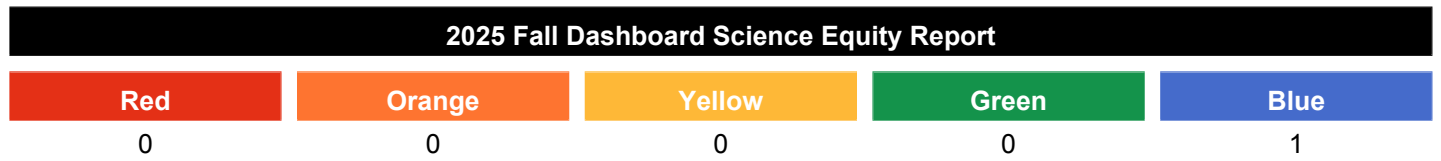
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Blue 67.4 science points Increased 3.7 points 79 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students

Students with Disabilities  No Performance Color 57.2 science points Increased 7.2 points 14 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  No Performance Color 59.7 science points Increased 3.6 points 14 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 68.1 science points Increased 6.2 points 60 Students

Conclusions based on this data:

- Overall Performance**
The Science Performance Indicator demonstrates that in the All Students category, students scored at the Blue level, which is the highest level based on state criteria for the 2024-25 school year.
- Student Group Performance**
The Science Data Comparisons for Socioeconomically Disadvantaged and Students with Disabilities indicates that: Socioeconomically Disadvantaged Students did not receive a performance level colored score due to having less than the state minimum number of students enrolled based on state criteria. There were 8 students in this category. Students with Disabilities did not receive a performance level colored score due to having less than the state minimum number of students enrolled based on state criteria. They scored 57.2 points, showing an increase of 7.2 points. This is based on the data for 14 students.
- Race/Ethnicity**
The Science Performance by Race/Ethnicity Indicator demonstrates that:
Students in the White Student Group scored in the Blue performance level which is 68.1 points above standard, showing an increase of 6. points. This is based on the data for 60 students.

Students in the Hispanic Student Group did not receive a performance level colored score due to having less than the state minimum number of students enrolled based on state criteria. They scored 59.7 Science points, showing an increase of 3.6 points. This is based on the data for 14 students.

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

English Learners

The Science Data Comparisons for English Learners indicates that:

Current English Learners did not receive a performance level colored score due to having less than the state minimum number of students enrolled based on state criteria. There were 2 English Learners.

All students scored 67.4 Science points, showing an increase of 3.7 points. This is based on the data for 79 students.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color making progress. Number Students: 10 Students	 No Performance Color making progress. Number Students: 0 Students

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.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

- The English Learner subgroup had fewer than 30 students, so they did not receive a performance color because they did not meet the minimum number of students.
- There were zero Long-Term English Learners.
- There were 10 English Learners.

School and Student Performance Data

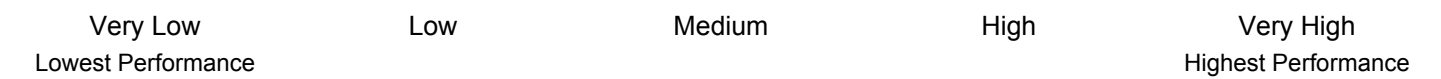
Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:
1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

9.9% Chronically Absent

Maintained 0.4

433 Students

English Learners



No Performance Color

20% Chronically Absent

Increased 7

15 Students

Long-Term English Learners

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

Socioeconomically Disadvantaged



Red

29.2% Chronically Absent

Increased 4.2

65 Students

Students with Disabilities  Orange 11.6% Chronically Absent Maintained 0.4 86 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 18.2% Chronically Absent Increased 3.9 11 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Orange 14.6% Chronically Absent Increased 3.8 82 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Yellow 8.6% Chronically Absent Maintained -0.2 325 Students

Conclusions based on this data:

- Overall Performance**
The Chronic Absenteeism Indicator demonstrates that in the All Students category, students scored in the Yellow category or the medium performance level, as 9.9% of students out of a total of 433 students were considered chronically absent based on state criteria for the 2024-25 school year.
- Student Group**
The Chronic Absenteeism Indicator demonstrates that in the Student Group category, Socioeconomically Disadvantaged students scored in the Red category or the Very High level as 29.2% of students out of a total of 65 students were considered chronically absent based on state criteria for the 2024-25 school year.
The Chronic Absenteeism Indicator demonstrates that in the Student Group category, Students with Disabilities scores in the Orange category or the High performance level as 11.6% of students out of a total of 86 students were considered chronically absent based on state criteria for the 2024-25 school year.
- Race/Ethnicity**
The Chronic Absenteeism Indicator in the Race/Ethnicity category demonstrates the following:
Students in the White Student Group scored in the Yellow category or the Medium level as 8.6% of students out of a total of 325 students were considered chronically absent based on state criteria for the 2024-25 school year.
Students in the Hispanic Student Group scored in the Orange category or the High level as 14.6% of students out of a total of 82 students were considered chronically absent based on state criteria for the 2024-25 school year.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

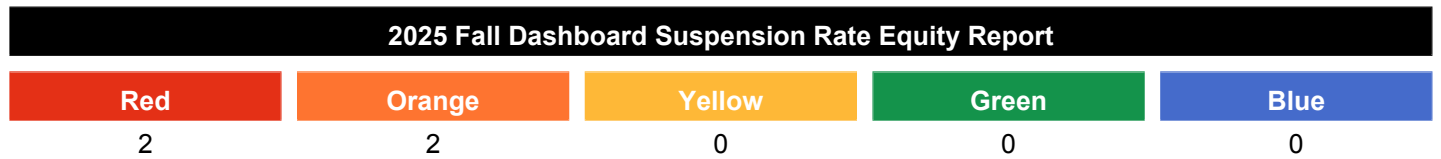
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 2% suspended at least one day Increased 0.7% 440 Students	English Learners  No Performance Color 5.3% suspended at least one day Increased 5.3% 19 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  Red 7.1% suspended at least one day Increased 1.6% 70 Students

Students with Disabilities  Red 8% suspended at least one day Increased 2.9% 88 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0% suspended at least one day Maintained 0% 14 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Orange 3.7% suspended at least one day Increased 1% 82 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Orange 1.8% suspended at least one day Increased 0.9% 329 Students

Conclusions based on this data:

- Overall Performance**
The Suspension Rate Indicator demonstrates that in the All Students category, students scored in the Orange category or the High level as 2.0% of students out of a total of 440 students were suspended at least one day during the 2024-25 school year. This scoring is based on state criteria.
- Student Group Performance**
The Suspension Rate Indicator demonstrates that in the Student Group category, Socioeconomically Disadvantaged students scored in the Red category or the Very High level, as 7.1% of students out of a total of 70 students were suspended at least one day during the 2024-25 school year. This scoring is based on state criteria.

The Suspension Rate Indicator demonstrates that in the Student Group category, Students with Disabilities scored in the Red category or the Very High level, as 8% of students out of a total of 88 students were suspended at least one day during the 2024-25 school year. This scoring is based on state criteria.
- Race/Ethnicity**
The Suspension Rate Indicator in the Race/Ethnicity category demonstrates the following:

Students in the White Student Group scored in the Orange category or the High level, as 1.8% of students out of a total of 329 students were suspended at least one day during the 2024-25 school year. This scoring is based on state criteria.

Students in the Hispanic Student Group scored in the Orange category or the High level, as 3.7% of students out of a total of 82 students were suspended at least one day during the 2024-25 school year. This scoring is based on state criteria.

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

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Educational Services

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A review of the California School Dashboard and local data reveals areas requiring significant improvement, particularly among specific student groups and performance indicators. In the areas of Mathematics and Language Arts, the cores decreased, resulting in the colors changing from blue (highest level) to green (second-highest level) on the California Dashboard. The following steps are being taken to address the areas identified:

1. A look at our Reading Intervention and Math Intervention practices and making adjustments to meet students where they are at academically and then focus on those essential standards so they master the concepts.
2. Collaborate in grade level teams to plan specific instruction on academic concepts in which the students are struggling.
3. Use IXL to have the students practice and master concepts being taught in each subject.
4. Reward students who are showing mastery and going above and beyond in their academics. This will help motivate these students to keep performing at high levels, as well as motivate others to keep working towards mastery.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Results	In the spring of 2025, 67.77% of Lake Forest students met or exceeded standards on the English Language Arts portion of the CAASPP test. This is an increase of 0.93% from the last reported result in the 2023-2024 school year. In the spring of 2025, 68.25% of Lake Forest students met or exceeded standards on the math portion of the CAASPP test. This is a decrease of 1.14% from the last reported result in the 2023-2024 school year.	We have a goal to increase our school-wide performance by 5% in Language Arts and 3% in Math for the 2025-2026 school year.
Accelerated Reader (Star Reading Test)	The end of the 2024-25 school year provided the baseline data for	We have a goal to improve our percentage of students performing At

	Accelerated Reader (Star Reading Test) is as follows: A total of 316 students completed the STAR Assessments. At or Above Benchmark - 64.2% (203 students) On Watch - 20.9% (64 students) Intervention - 7.6% (24 students) Urgent Intervention - 7.9 (25 students)	or Above Benchmark by 5% by the end of the 2025-2026 school year.
Reading Fluency (word per minute)	At the end of May 2025, students in grades 1-5 took a fluency assessment with the Acadience Oral Reading Fluency assessment. Here are their respective scores: First Graders: 74% of students met their end-of-the-year fluency benchmark Second Graders: 81% of students met their end-of-the-year fluency benchmark Third Graders: 88% of students met their end-of-the-year fluency benchmark Fourth Graders: 93% of students met their end-of-the-year fluency benchmark Fifth Graders: 88% of students met their end-of-the-year fluency benchmark	Current 2nd graders (last year's first graders) will improve their overall proficiency rate from 74% to 79% in May 2026 when assessed using the Acadience Oral Reading Fluency assessment. Current 3rd graders (last year's second graders) will improve their overall proficiency rate from 81% to 86% in May 2026 when assessed using the Acadience Oral Reading Fluency assessment. Current 4th graders (last year's third graders) will improve their overall proficiency rate from 88% to 92% in May 2026 when assessed using the Acadience Oral Reading Fluency assessment. Current 5th graders (last year's fourth graders) will improve their overall proficiency rate from 93% to 95% in May 2026 when assessed using the Acadience Oral Reading Fluency assessment.
Basic Phonics Skills Test (BPST)	At the end of May 2025, students in grades 1-2 took a Basic Phonics Skills Test. Here are their respective scores: First Graders: 88% of students met their end-of-the-year BPST benchmark of 56/91. Second Graders: 96% of students met their end-of-the-year BPST benchmark of 75/91.	Current second graders (last year's first graders) will improve their BPST from 88% to 93%.
Sight Words	At the end of May 2025, students in grade 1 took a Sight Word Assessment. Here are their respective scores: First Graders: 93% of student met their end-of-the-year Sight Word benchmark of 110-124 sight words	The percentage of first graders for 2025-26 meeting the benchmark for Sight Words will be 95%.

IXL Math and Language Arts	At the end of May 2025, students in grades 2-5 participated in both the Diagnostic Assessment (at the end of each trimester). Here are the respective scores in the areas of Math and Language Arts: Math: At or Above Grade Level: 70% Below Grade Level: 18% Far Below Grade Level: 12% Language Arts: At or Above Grade Level: 56% Below Grade Level: 21% Far Below Grade Level: 23%	We have a goal to increase our school-wide performance by 5% in Language Arts and 5% in Math for the 2025-2026 school year.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Alignment of Instruction with Content Standards: Lake Forest Elementary will utilize district adopted, standards-aligned language arts and math curriculum, and California State Standards instruction will be supplemented with a variety of resources as needed. Students will continue to participate in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through guided reading techniques. Students will participate in Step Up to Writing Common Core Edition activities designed to address all stages of the writing process. Students will improve their writing skills through this program and within the ELA and Social Studies adopted and supplemental curricula. Teachers in grades TK-2 will use Really Great Reading, a structured literacy intervention program focusing on the Science of Reading. Teachers will implement the Next Generation Science Standards (NGSS) into their instruction using the adopted Twig Science Curriculum and supplemented with Mystery Science.	All Students	District Funded 5000-5999: Services And Other Operating Expenditures Yearly licensing for supplemental online programs to support writing, reading, social studies, and/or math.
1.2	Improvement of Instructional Strategies and Materials: Lake Forest Elementary will utilize proven instructional methods, including but not limited to, Guided Language Acquisition Design (GLAD), Universal Design for Learning (UDL), Response to Intervention (RTI), and Designated and Integrated English Language Development Strategies. Frequent formative assessment will be used to identify students in need of academic intervention, and such supports will be provided using materials	All Students	District Funded 5000-5999: Services And Other Operating Expenditures Accelerated Reader online program for use with school wide incentive program through the Lake Forest Library. Parent Teacher Association/Parent Faculty

shown to be effective in addressing academic deficits. Enrichment opportunities, embedded within the school day (and offered before and after school), will be provided to increase student engagement and assist students in advancing their learning. Technology, including Chromebooks and iPads, will be used to further engage students and extend students' ability to access content and demonstrate understanding. Improvement of instructional strategies and materials will continue throughout the year. Teachers will contribute by purchasing new additional materials to support language arts and math instruction through the support of our Parent Teacher Club which dedicates \$500 per classroom each year. Lake Forest will continue to support district wide "I Love Reading Week" and other school wide reading incentive programs to increase student comprehension and fluency. Our school library supports a wonderful reading incentive program through use of the online Accelerated Reader program, which accumulates words read by every student throughout the year. Students are recognized for their reading achievement at the monthly assemblies and given certificates as they reach different word benchmark, from 10,000 words to multi-million number of words. In classrooms, teachers continue to address reading by creating leveled reading groups in grades K-3 based on current assessment data. They will continue to use small group and differentiated instruction. The Literacy Intervention Specialists will work with small groups of students based on their level of need. The Literacy Intervention Specialists, the principal, and the District Coordinator of MTSS will collect and analyze student data (BPST scores, Accelerated Reader STAR Reading Levels, Really Great Reading Decoding Screener, and the Really Great Reading Advanced Decoding Screener, as well as other local assessments) in order to assist the staff in analyzing information and set instructional goals for students. The LIP Coordinator and Principal will provide ongoing support for the School Site Council and administration in implementing and monitoring performance targets. Throughout the year, teachers will make explicit reference to the standards as they plan and implement lessons being taught. Improvement in math will be a focus. Teachers will use IXL Math (grades 2-5) and Reflex online programs (grades K-5) to assist students with basic facts and increase proficiency as measured by weekly assessments. Teachers will also supplement online Math instruction with Zearn. The Math Intervention Specialist will work with small groups of students in grades 2-5 on supporting and reteaching the mathematics skills that are taught at each grade level. We will continue to use Go Math		Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies Really Great Reading Curriculum for Literacy Intervention Program (LIP)

	technology components to complement California Standards instruction and stimulate learning in a challenging way. Standards-based assessments, provided with the core textbooks will continue to be used to measure the ongoing progress made by students in math. Teachers will meet together to analyze math data from state and local standards-based assessments and use results to make changes to curriculum, instructional materials, and practices. Lake Forest will celebrate Math by having a "All Math Day" in the Spring, where classes will work on math throughout the instructional day, and at night, we will hold a Family Math Night.		
1.3	Extended learning time and increased educational opportunity: The Literacy Intervention Program (LIP) will support students in grades 1st through 5th (4 days per week for a total of 100 days per school year) who are struggling with basic phonics skills and reading comprehension. Every six weeks, the LIP Specialists will meet with Administration to review the most current assessment data (Really Great Reading Decoding Screeners, Accelerated Reader STAR Assessment Reports, and BPST Scores) of their students. The Tier 2 MTSS team of teachers and support providers will review student data to recommend at risk readers for interventions and next steps. The teachers will share fluency and comprehension data at least 4 times a year and reevaluate student needs on an ongoing basis. LIP will be offered during school and scheduled at appropriate times based on conversations with staff to reduce possible issues with missed class time. Students will be grouped appropriately based on learning needs and will those groups will be fluid depending on success of the participants. The Math Intervention Specialist will support students in grades 2nd through 5th grades (4 days per week for a total of 100 days per school year) who are struggling with learning and mastering their math concepts. The Math Intervention Specialist will work with students in small groups, dependent upon their level of need. Other increased educational opportunities will include participation in the El Dorado County Spelling Bee, Nature Bowl and the Festival of Oral Interpretation will continue as in the past. English Language Learners will receive additional instruction in English Language development by a credentialed teacher from Lake Forest before school. All students will have access to online academic supports such as Typing Pal and Reflex Math. To assist struggling learners and consistently monitor and adjust learning needs, we will conduct Tier 2 MTSS Meeting and Student Success Teams (SST) on a frequent basis to evaluate identified	Students targeted for intervention support based on assessments or advancement opportunities.	12750 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2000-2999: Classified Personnel Salaries Literacy Intervention Specialists: Four days a week for a total of 100 days per school year 1586.45 Site Formula Funds 3000-3999: Employee Benefits Math Intervention Aide Benefits 8500 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2000-2999: Classified Personnel Salaries Math Intervention Specialist: Four days a week (3 hours per day) for approximately 35 weeks. District Funded 5000-5999: Services And Other Operating Expenditures IXL (Language Arts and Math Online Program) District Funded 5000-5999: Services And Other Operating Expenditures Reflex Math Online 2196.61 Site Formula Funds 1000-1999: Certified Personnel Salaries Student Study Team Coordinator Stipend & Benefits

	pupils, create actions plans and support growth on the most immediate basis possible. The MTSS Team will work with staff and families to increase strategies related to individual students who may have difficulty with the regular academic program. Plans will be reviewed as determined by the team and referred to as resources are allocated and placements are made.		Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 5000-5999: Services And Other Operating Expenditures The Lake Forest PTC will provide 2 sessions of after school enrichment focusing on a number of activities such as, cooking, art, robotics/engineering, clay, game play, STEM activities, and choir (to name a few). PTC will oversee costs and revenues through the organization's leadership and parental support. 1000 Site Formula Funds 5800: Professional/Consulting Services And Operating Expenditures Fees for academic based competitions, such as El Dorado County Spelling Bee, Nature Bowl, and Festival of Oral Interpretation. 7500 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 5000-5999: Services And Other Operating Expenditures Field Trip/In-School Presentation Support for all grade levels (\$1250 per grade)
1.4	Staff development and professional collaboration: Staff members will use grade level and cross grade level articulation on early release Wednesdays to analyze achievement data, grade level lessons and alter instruction based on the changing needs of the students. Meetings after school will be used to strategize differentiation, share interventions and instructional techniques, and align formative assessment data to pacing guides and grade level content standards. Teachers will utilize articulation time to work through the Amira Reading Screener, Really Great Reading Program, Step Up to Writing and Lake Forest's writing practices to determine needs based on assessment data, as well as the new Twig Science curriculum to plan and pace out the lessons as a grade level (just to name a few). District and site administration, using information gathered from surveys and staff discussions will provide professional development in implementing	Students identified with learning needs, both at risk and advanced.	District Funded 1000-1999: Certificated Personnel Salaries Substitutes for Trimester Assessments. Salary and benefits. District Funded 1000-1999: Certificated Personnel Salaries Substitute salary and benefits for site based trainings, observation or to support teachers in blended classes. 20000 District Funded 5000-5999: Services And Other Operating Expenditures

	California State Standards through professional development classes offered through the County Office of Education and through our District Academies. Release time for teachers to complete trimester assessments and participate in staff development will also be offered through district funds. The school site will provide release time for teachers to observe in other classrooms on site or within the county and to participate in site based staff development, or release time for blended class teachers on field trips or other assignments that require a substitute. Mister Brown, a motivational speaker from "The Choose Well Group" will conduct professional development for the staff at Lake Forest this year, with a focus on supporting our school-wide theme of "We Are Better Together!" Mister Brown will come to Lake Forest at least three days during the school year including (but not limited to): the Welcome Back Staff Meeting, a student day to address both students and staff, and a Family Community Night. As the Positive Behavior Intervention and Supports (PBIS) are revamped at Lake Forest, a team of educators will attend the PBIS Conference in Sacramento in October.		Travel and Conference funds for Professional Development Opportunities
1.5	Involvement of staff, parents and community: Lake Forest will continue to make every effort to build a strong partnership with our learning community. A description of grade level expectations and California State Standards will be presented to parents during Back-to -School-Night and referenced during yearly conferences. Site Council, with staff and parent representatives, will review data on overall student assessment results and participate in planning school wide improvements. Our Parent Teacher Council will also be informed at monthly meetings of on-going school issues and developments to help guide goals for support throughout the year. Furthermore, Lake Forest staff will work to assist our PTC with social events and activities designed to bring our families together, such as the Fall Festival and Makers Fair, Santa Breakfast, Family Glow Dance and Bingo, campus improvement weekends, dine-outs at local businesses, and social gatherings scheduled during the school year. Parents will receive his/her student's individual state assessment results in the summer following SBAC testing cycles. TK-5 teachers will send home written communications through email, newsletters, Class Dojo and webpages describing current areas of curriculum focus and activities taking place in classrooms. The principal will send out a Weekly News Blast to families, highlighting the events for	All Students	6066 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies PTC Expenses (Insurance, supplies, printing, tax preparation, website)

	the week. These News Blasts could also include (but are not limited to): highlighting student success, sharing events and informing families of upcoming ways that they can be involved in their child's education. In addition to the principal's weekly communication, PTC will provide consistent updates to families that the room parents and teachers can send out.		

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

One area in which we focused in the 2024-25 school year is to strengthen the area of recommending students to get extra help and support has been a large focus this year, as we have worked to refine and simplify this process for teachers, while using concrete data to help inform decisions, as well as offering more consistent training and feedback to the Literacy Intervention Specialists. We discovered that we needed some more concrete data to look at the effectiveness of our Literacy Intervention and Math Intervention Programs. We purchased a program called Easy CBM, which is used as a progress monitoring tool, in the 2024-25 school year. Every 6 weeks, students in the Literacy Intervention Program (LIP) were given an assessment to measure the skills in which have been a focus. However, feedback from the teachers was that they wanted a structured, consistent, and research-based literacy program taught to students that also had imbedded assessments. The teachers wanted to make sure that the Literacy Intervention Specialists were honing in on the essential skills for reading.

Every other week, our Tier 2 MTSS Team met to review students that teachers have recommended for extra support. This school year, teachers not only had to complete a paper form for students they wished to discuss, but we invited the teachers to attend the meeting to discuss their students in which they were concerned. This allowed for the whole MTSS team, in addition to the general education teacher to brainstorm intervention strategies and next steps. We also revamped the MTSS process to a "Green~ Yellow~ Red" Process: The "Green" level is the teacher meeting with the parents, the "Yellow" level is the teacher meeting with the MTSS team, and the "Red" level is a SST meeting held which includes the teacher, MTSS team, and the student's parents. While this has been a bumpy process, having the teachers be involved in this process has been extremely helpful.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The executive PTC board continues to work to refine expenses and make sure that as much money can be spent on the students instead of other areas.

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

For the 2025-26 school year, in Goal 1, I would like to add one additional measurable outcomes: IXL (for both Language Arts and Math). It is important to focus on multiple assessments when building goal 1, and with all students in grades 2-5 participating in IXL on a consistent basis, it is important to use and track student progress.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Safe, clean, student-centered learning environments.

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 to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A review of the California School Dashboard and local data highlights areas needing significant improvement in creating student-centered learning environments that are responsive to the social-emotional needs of all students and families. Based on the RUSD Culture and Climate Survey, it was discovered that we need to focus on cleanliness. In addition, we need to focus on making sure that more students on campus feel cared for and supported by our staff members. These two areas can be addressed by:

1. Holding rounding check-ins with my staff members so that we can discuss any areas of need, or students who need some extra support. These check-ins will also allow me to see how the staff members are feeling and see where improvements can be made.
2. Regular check-in with our custodial staff and maintenance staff to make sure that our cleaning processes at Lake Forest are the most effective and that all of our needs are being met.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
RUSD Culture and Climate Survey	The survey indicated that 85.6% of students surveyed feel safe at school most or all of the time. 89.4% of all students surveyed feel well connected to at least 2 friends at Lake Forest Elementary School. 86.4% of students reported a high level of caring and support by staff members towards students. 72.7% of students feel that school grounds and buildings are clean. 91.7% of students feel safe on the way to and from school.	For the remainder 2025-26 school year, the goal is for the following: Students feeling safe will be increased to an overall score of 90%. Students feeling connected to Lake Forest Elementary School will be increased to an overall score of 95%. Students feeling cared for by staff will be increased to an overall score of 90%. Students feeling that the school grounds and buildings are clean. Students feeling safe on the way to and from school to an overall score of 95%.
School Suspension Data	Lake Forest had suspension rate of 2.0% in 2024-2025.	California school are always looking for alternative ways to reduce suspensions. Despite the very low rate from 2024-25, we will work to cut this rate in half for the 2025-26 school year and work to find other ways to counsel children and support their behavioral and emotional needs.
LCAP Parent Survey	The survey indicated that 89.1% of parents surveyed agree/strongly agree that Lake Forest is a safe place for their child. 92.7% of all parents surveyed agree/strongly agree that Lake Forest has adults who really care about students.	Parents agree/strongly agree that their child's school is a safe place will increase by 5% Parents agree/strongly agree that school staff really care about students will increase by 3%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	School Safety: The entire learning community at Lake Forest understands that the safety of our students is of the utmost importance. Staff and students regularly participates in drills designed to train everyone to react in the most efficient and appropriate ways to ensure our children are protected in the event of emergency. Lake Forest schedules these activities, which are in constant flux based on the	All Students	District Funded 4000-4999: Books And Supplies The purchasing of Emergency Supplies for each classroom that services students. In addition, the purchasing of blackout magnetic window coverings for the doors that

	recommendations of local law enforcement and fire department personnel, to fine tune our practices, improve communication and increase our reaction to changing in our normal schedule. Teachers work with the Catapult Emergency Response System, and internally will discuss best practices with district personnel and the guidance of stakeholders such as SSC, PTC and other parents. Staff will be trained in mandated reporter procedures, sexual harassment laws for students and adults, and will monitor visitor policies and volunteer requirements as established by RUSD. Staff also participate in an Active Violence Training with and a retired El Dorado County Office of Emergency Services Deputy. Other school safety policies will continue to be promoted. Parking lot safety will be discussed at Kindergarten Orientation and Back-to-School Night; a brochure describing safe arrival and departure practices for vehicles will be given to parents; periodic reminders about safety issues will be put into the site newsletter and issues addressed in the Safe School Plan. All classroom emergency backpacks will be inventoried and restocked with appropriate supplies. New Lockdown Emergency buckets will be purchased for each classroom, and the magnetic window door coverings for each classroom will be purchased. School rules will be reviewed and published for recess games and provided to teachers and yard supervisors. Parent and student volunteers will wear identification badges or visitor/volunteer stickers while visiting on campus and all staff will be trained to look for these labels and address people on campus without who are not identified according to our policies. We will continue the WatchDogs (Dads of Great Students) Program, where we encourage dads, grandpas, uncles, and additional male figures on campus. As a WatchDog, you will work side-by-side our yard supervisors, and then we are able to open up the field and other areas on a more regular basis.		have windows in the event of a Lockdown, new lockdown buckets for each classroom, and new first aide items for their emergency backpacks.
2.2	School Climate and Community Building: Lake Forest School always strives to create the most student-centered environment possible to enrich the education that our children receive and connect them to school. This is done in a multitude of ways to support academic, social emotional and behavioral needs. In addition to constantly looking at our safety procedures, we also evaluate the physical environment and work with our learning community (PTC Beautification) and district to improve grounds and add beautification projects. Social Emotional Learning has been a major focus in recent years. Through the support of our district, Lake Forest will receive counseling services five days a week. Our school counselor has been instrumental in providing classroom guidance lessons, running small groups targeting social	All Students	1850 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 5000-5999: Services And Other Operating Expenditures Fees for A Touch Of Understanding tolerance awareness presentation and anti-bullying assemblies. 16915 Other 1000-1999: Certificated Personnel Salaries TK-3rd Grade Music Teacher (paid through Prop 28) 250

concerns on campus, holding weekly lunch bunch opportunities for all students and in general, is a fantastic resource for students who struggle emotionally during the year. We will also have a full-time school psychologist on Lake Forest campus to help with any 1:1 or small group intensive school therapy sessions. Furthermore, PBIS (Positive Behavioral Interventions and Supports) is being revised for the current year and implemented school-wide. The aspects of PBIS are developed by stakeholders at our site which develop consistent rules, expectations and reward policies (I-SWIM= Inclusive, Safe, Works Hard, Shows Integrity, and is Mindful of Others.) In regards to PBIS, we have hired a PBIS Facilitator, whose job is to connect with students before behaviors occur, trying to prevent some of the larger behaviors from happening. The school district purchased and each classroom will have access to implement Social Emotional lessons each week through Character Strong's "Purposefull People" Curriculum. In addition, as art pf Mister Brown working with Lake Forest this year, there are a year's worth of Character-Building videos for students, staff, and families. Students have many options for gaining greater connection to their school. We have student Leadership, Peace Patrol, library helpers, buddy classes, enrichment, art, music and sports. Students will also receive character education through Character Strong's "Purposefull People" lessons that focus on a monthly trait. Assemblies will also be provided that will focus on tolerance and the inclusion of others. One example of this is our annual "A Touch Of Understanding" presentation for 4th graders has been a benefit to understanding people with disabilities. Our PTC provides additional assemblies, which center of anti-bullying and kindness towards others as well. Lake Forest is also proud to annual host our Veterans Day Assembly honoring local military members. Other student events that build our community and connect our students to school is our Awareness Week, Dance Extravaganza and Talent Show. We also have the great privilege of participating in DARE as well as Project LEAD, which teaches students about making great choices and the legal system. It is provided by the El Dorado County District Attorney's office and is a 12 week program which concludes with a mock trial at the county courthouse which is run exclusively by our 5th grade students. The El Dorado County School Resource Officers and SCHIELD Officers are a great resource to our Lake Forest Community. They are on campus when we may need extra support, but they also schedule weeks at a time when they come and are present during the school day, with the goal to build community with the students, staff, and families.	PTO 4000-4999: Books And Supplies Supplies for International Women's Day Festival 2200 Site Formula Funds 2000-2999: Classified Personnel Salaries Coaches stipends for school sports teams (Volleyball, Cross Country and Basketball x2). District Funded 4000-4999: Books And Supplies Character Strong's "Purposefull People" Tier 1 SEL Curriculum 2000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 5000-5999: Services And Other Operating Expenditures Additional Garden Expenses 500 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies Hospitality expenses provided by Lake Forest PTC at our annual Veterans Day Assembly. 7500 Other 5000-5999: Services And Other Operating Expenditures Cost for EDMT Dance Instructors (paid through Prop 28) 484.80 Site Formula Funds 3000-3999: Employee Benefits Coaches Benefits (Cross Country, Volleyball, Girls and Boys Basketball)

	Our school librarian will plan an International Women's Day Festival, where there will be female presenters to teach about their careers and/or hobbies. The fourth and fifth grade students will take a passport around and interview the presenters.		

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Our school librarian coordinated an International Women's Day festival, where over 30 women came to Lake Forest and presented about their careers. The fourth and fifth grade students interviewed four presenters of their choice. This was a great experience for our students.

The school counselor teaches classroom guidance lessons based on our monthly character trait. Students and teachers love it when the counselor comes into their classrooms. In addition, the school counselor holds weekly "lunch bunch" opportunities for each teacher to send students to eat lunch in the Wellness Center.

In terms of safety, RUSD connected with EDSO to talk about emergency procedures in regards to active shooters on campus. The time spend talking with the staff and walking the campus to each classroom was instrumental in more closely-aligning to the ever-changing safety protocols.

Our school Culture and Climate committee met once a month to talk about "All Things Lake Forest": What is going well and what changes need to be made. This has been very positive, and it helps all staff members feel valued. We will continue this in the upcoming school year.

PBIS was revisited, and the staff revised and updated the posters that were put up around campus. In addition, we created new I-SWIM tickets, as well as a list of rewards in which students can turn their I-SWIM tickets in for experiences around campus.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no differences between the intended implementation and the budgeted expenditures.

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

For the 2025-26 school year, with the funds from Prop 28, we will be continuing our Dance program with instructors from El Dorado Musical Theatre; however, our Dance unit (culminating with school-wide performances) will be held in the Winter (January-March) instead of the Fall (October-November), due to staff input. We will also be having music for TK-3rd grades.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Technical Infrastructure and Support Systems

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A review of the California School Dashboard and local data highlights areas needing significant improvement in creating student-centered learning environments that are responsive to the social-emotional needs of all students and families. An area of need in terms of professional development for all staff members. A step to take to improve this area is to research and provide additional professional development opportunities for both classified and certificated staff members.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Facility Inspection tool	The state of Lake Forest facilities were reported to be "Good" categories in 2024-25 on the School Accountability Report Card. It was noted that there are some older HVAC units that need some work/replacement.	In 2025-26, we will continue to report concerns to our Facilities Department and upgrade our site as possible through beautification projects to earn the highest rating.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Staff Development and Professional Development: As stated in previous goals, Lake Forest will provide training in academic strategies, SEL practices and safety. Non-instructional staff including secretaries and custodians will be provided with support and opportunities for job-related professional growth to improve overall school operations and efficacy. Recognizing the important role that everyone has when it comes to school culture and safety, non-instructional personnel will also be included in trainings	All Staff and Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Trainings for classified staff members

	pertaining to SEL, Trauma-Informed Practices, PBIS, Mindfulness and Growth Mindset. Non-instructional support staff will also participate in the California School Staff Survey to aide in determining areas where we can offer additional support.		
3.2	Facilities and Technology Infrastructure: Lake Forest Elementary School will provide facilities, technology, furniture, and supplies that maximize the effectiveness of school operations. The school, working in conjunction with the RUSD Maintenance and Operations Department, will use the Facilities Inspections Tool (FIT) to determine areas for facility improvement. Improvements deemed necessary will be communication to RUSD Maintenance personnel. School cameras will be installed so that we can ensure that our campus is a safe place, even when school is not in session. The solar project will be completed in the 2025-26 school year. We will engage in school beautification projects with the support of our PTC including, but not limited to wall murals, a blacktop painting beautification project and a Learning Pathway that has self-regulation activities incorporated in it. Building a connection between Social Emotional Needs and our Beautification projects is important at Lake Forest. Our Garden Coordinator will connect with PTC Beautification to provide guidance on projects and structure science based lessons in our school garden. A strong connection to the local scout troops will be maintained, and we have an Eagle Scout project projected to be completed in the Spring 2026. This project will enhance Lake Forest's beauty and provide a better experience for our students.	All Students	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) None Specified School Beautification Projects District Funded 4000-4999: Books And Supplies Cameras for Surveillance on Lake Forest Campus 4000 Site Formula Funds 1000-1999: Certificated Personnel Salaries Stipend for year-long Garden Coordinator position. District Funded 4000-4999: Books And Supplies The cost of solar installation on the campus.

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The ticket system through the maintenance and technology departments as proven to be effective, as they receive immediate information if there is a need, and then they can dispatch one of their personnel to help. Consistent check-ins with members of the classified staff are beneficial so that I can answer any concerns or questions, and make sure that the same positive behavior model is being implemented.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

While monthly meetings were intended with our yard supervisors and office staff, they were not as regular as desired.

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

During the 2025-26 school year, we will have scheduled and consistent meetings to check in with our classified members: yard supervisors, instructional assistants, custodial, and office staff.

In addition, I would like to continue to focus on our outdoor classroom spaces, where students can feel safe to learn, as well as have time to regulate their minds and bodies, which is essential for building their success in school.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 6

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 7

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 8

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 9

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 10

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$95,298.86
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
District Funded	\$20,000.00
Other	\$24,415.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$39,166.00
PTO	\$250.00
Site Formula Funds	\$11,467.86

Subtotal of state or local funds included for this school: \$95,298.86

Total of federal, state, and/or local funds for this school: \$95,298.86

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
District Funded	20,000.00
Other	24,415.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	39,166.00
PTO	250.00
Site Formula Funds	11,467.86

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	23,111.61
2000-2999: Classified Personnel Salaries	23,450.00
3000-3999: Employee Benefits	2,071.25
4000-4999: Books And Supplies	6,816.00
5000-5999: Services And Other Operating Expenditures	38,850.00
5800: Professional/Consulting Services And Operating Expenditures	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	District Funded	20,000.00
1000-1999: Certificated Personnel Salaries	Other	16,915.00
5000-5999: Services And Other Operating Expenditures	Other	7,500.00

2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	21,250.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	6,566.00
5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	11,350.00
4000-4999: Books And Supplies	PTO	250.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	6,196.61
2000-2999: Classified Personnel Salaries	Site Formula Funds	2,200.00
3000-3999: Employee Benefits	Site Formula Funds	2,071.25
5800: Professional/Consulting Services And Operating Expenditures	Site Formula Funds	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	59,599.06
Goal 2	31,699.80
Goal 3	4,000.00

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 3 Parent or Community Members

Name of Members	Role
Renee Mallot	Principal
Rivers Grupp	Classroom Teacher
Monica Baker	Classroom Teacher
Katie Mola	Parent or Community Member
Shannon Alexander	Parent or Community Member
Jessica Foster	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 1/22/2026.

Attested:



Principal, Renee Mallot on 1/22/2026



SSC Chairperson, Shannon Alexander on 1/22/2026

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The 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. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and 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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. 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. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal 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. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable 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.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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 children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - 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.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. 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).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. 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:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. 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.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lakeview School	Elementary	09619780108258		February 10, 2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The 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. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Lakeview Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement
- Targeted Support and Improvement
- Additional Targeted Support and Improvement

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Lakeview Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement
- Targeted Support and Improvement
- Additional Targeted Support and Improvement

Plan Description

The School Plan for Student Achievement (SPSA) for Lakeview Elementary outlines a comprehensive strategy to meet the requirements of the Every Student Succeeds Act (ESSA) by aligning with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs. This plan focuses on promoting academic learning opportunities, ensuring equity through multiple measures, providing equitable resource allocation, and implementing evidence-based interventions to close achievement gaps and support all students in achieving success.

1. Academic Learning Opportunities

Lakeview Elementary prioritizes high-quality academic programs to ensure every student has access to rigorous, standards-based instruction. Key initiatives include:

Core Curriculum Alignment: Implementation of the California State Standards across all grade levels using district-adopted curriculum and supplemental resources.

Differentiated Instruction: Teachers utilize formative assessments to tailor instruction, addressing the unique needs of diverse learners, including English Learners (ELs), students with disabilities (SWD), and gifted students.

Extended Learning Time: The school offers after-school programs, summer learning opportunities, and targeted intervention blocks to provide additional support for students who need it.

College and Career Readiness: Introduction of STEM (Science, Technology, Engineering, and Mathematics) projects and literacy challenges to prepare students for future opportunities.

2. Multiple Measures of Equity

Equity is at the forefront of Lakeview Elementary's improvement efforts, as evidenced by:

Data-Driven Decision Making: Regular analysis of data from the California School Dashboard, Smarter Balanced Assessments, attendance records, and social-emotional learning surveys to identify and address disparities.

Disaggregated Metrics: Monitoring academic performance, attendance, discipline, and graduation rates by subgroup (e.g., socioeconomically disadvantaged, English Learners, and foster youth) to ensure targeted supports are provided.

Inclusive Practices: All students have access to inclusive environments, supported by co-teaching models, Universal Design for Learning (UDL) strategies, and Multi-Tiered Systems of Support (MTSS).

Feedback from Stakeholders: Engaging families, community members, and students through surveys, focus groups, and School Site Council meetings to inform equitable practices.

3. Resource Equity

Lakeview Elementary ensures equitable distribution of resources to support the learning needs of all students:

Funding Utilization: Resources are allocated to hire intervention specialists, provide professional development, and purchase instructional materials specifically designed for struggling learners.

Technology Access: A 1:1 device program ensures all students have access to Chromebooks or iPads, with robust Wi-Fi availability to support digital learning both on campus and at home.

Targeted Investments: Additional staffing for paraprofessionals and counselors ensures smaller group sizes for interventions and social-emotional support for students who need it most.

Facility Improvements: Classrooms are equipped with modern tools, flexible seating, and assistive technologies to create engaging and accessible learning environments.

4. Evidence-Based Interventions

To address areas of need and improve student outcomes, Lakeview Elementary employs evidence-based practices validated by research:

Reading and Math Interventions: Programs such as i-Ready, Accelerated Reader, and Reflex Math are utilized to diagnose and support student progress.

Social-Emotional Learning (SEL): Implementation of Character Strong and Zones of Regulation to build resilience and foster emotional intelligence.

Professional Development: Ongoing training for teachers in culturally responsive teaching, Positive Behavioral Interventions and Supports (PBIS), and trauma-informed practices.
Behavioral Support Systems: Adoption of PBIS and Restorative Practices to reduce suspensions and promote a positive school culture.
Progress Monitoring: Frequent benchmark testing and progress tracking ensure interventions are adjusted based on student performance and growth.

Alignment with the Local Control and Accountability Plan (LCAP)

This SPSA aligns seamlessly with the district's LCAP goals:

LCAP Goal 1: Ensure all students have access to rigorous, high-quality instruction aligned to state standards.

LCAP Goal 2: Promote social-emotional well-being and safe, inclusive learning environments.

LCAP Goal 3: Strengthen partnerships with families and the community to support student success.

Through strategic planning and an equity-focused approach, Lakeview Elementary is committed to providing all students with the tools and opportunities they need to thrive academically, socially, and emotionally. This SPSA is a living document, regularly reviewed and updated to meet the evolving needs of our students and the community.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Lakeview Elementary School Site Council, staff, and PTO were the groups consulted for the planning of the 2025-2026 School Plan for Student Achievement. Planning began in the spring and continued through the fall of 2026. Feedback, input, and information was obtained through meetings, staff collaboration, and analysis of data.

The staff collaborated on the School Plan during a staff meeting on *****. The school site council reviewed, provided feedback, and approved the plan on *****. The site council team included teachers, parents, and administration. Notification of the site council meeting was made public through our school website and weekly bulletin.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

N/A

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Areas where the performance category for overall performance fell in the "Red" or "Orange" categories for Lake View Elementary School were as follows:

Chronic Absenteeism fell in the "Orange."

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

The areas where student groups were two or more performance levels below the "all student" performance include the following:

Suspension Rate - Students with Disabilities and Asian students fell in the "Orange Range."

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

None

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Lakeview Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.37%	0.37%	0.38%	2	2	2
African American	0.73%	0.93%	2.09%	4	5	11
Asian	15.78%	15.40%	16.13%	86	83	83
Filipino	3.67%	4.64%	4.36%	20	25	23
Hispanic/Latino	7.89%	10.20%	9.87%	43	55	56
Pacific Islander	0.37%	0.19%	%	2	1	
White	67.71%	65.49%	65.28%	369	353	350
Two or More Races	3.49%	2.78%	1.90%	19	15	12
Not Reported	0%	%	%	0		
Total Enrollment				545	539	537

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			24
Kindergarten	94	68	64
Grade 1	83	79	73
Grade 2	96	80	84
Grade3	96	97	88
Grade 4	91	104	99
Grade 5	85	92	105
Total Enrollment	545	539	537

Conclusions based on this data:

1. It can be concluded from this data that Lakeview Elementary School is a fairly homogeneous group of students that has a population that is holding steady. During the reporting period, Lakeview Elementary School provided educational services to 537 students.
2. It can also be concluded that we have students who fall in three of the focus group populations with white students being the highest percentage.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	15	17	15	2.8%	3.2%	2.8%
Fluent English Proficient (FEP)	34	31	28	6.2%	5.8%	5.3%

Conclusions based on this data:

1. Lake View has a small percentage of EL students who continue to progress in their language acquisition.
2. Our EL student population declined from 23-24. Specialized instructional support is continually provided to EL students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	98	98	88	98	98	84	98	98	84	100.0	100	95.5
Grade 4	91	106	99	90	105	99	90	105	99	98.9	99.1	100
Grade 5	88	94	105	88	93	104	88	93	104	100.0	98.9	99
All Grades	277	298	292	276	296	287	276	296	287	99.6	99.3	98.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2480.	2469.	2475.	43.88	39.80	46.43	31.63	29.59	25.00	19.39	23.47	20.24	5.10	7.14	8.33
Grade 4	2522.	2518.	2529.	46.67	43.81	49.49	23.33	29.52	24.24	22.22	15.24	20.20	7.78	11.43	6.06
Grade 5	2578.	2565.	2576.	52.27	44.09	50.96	34.09	32.26	31.73	10.23	19.35	13.46	3.41	4.30	3.85
All Grades	N/A	N/A	N/A	47.46	42.57	49.13	29.71	30.41	27.18	17.39	19.26	17.77	5.43	7.77	5.92

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	32.65	30.61	26.19	59.18	65.31	69.05	8.16	4.08	4.76
Grade 4	32.22	36.19	33.33	63.33	52.38	64.65	4.44	11.43	2.02
Grade 5	36.36	40.86	41.35	57.95	54.84	54.81	5.68	4.30	3.85
All Grades	33.70	35.81	34.15	60.14	57.43	62.37	6.16	6.76	3.48

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	34.69	23.47	27.38	58.16	63.27	61.90	7.14	13.27	10.71
Grade 4	25.56	27.62	27.27	67.78	66.67	61.62	6.67	5.71	11.11
Grade 5	46.59	36.56	35.58	50.00	58.06	60.58	3.41	5.38	3.85
All Grades	35.51	29.05	30.31	58.70	62.84	61.32	5.80	8.11	8.36

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	23.47	18.37	17.86	68.37	69.39	75.00	8.16	12.24	7.14
Grade 4	27.78	14.29	18.18	63.33	80.00	68.69	8.89	5.71	13.13
Grade 5	28.41	16.13	21.15	67.05	81.72	76.92	4.55	2.15	1.92
All Grades	26.45	16.22	19.16	66.30	77.03	73.52	7.25	6.76	7.32

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	29.59	25.51	27.38	63.27	70.41	69.05	7.14	4.08	3.57
Grade 4	26.67	22.86	35.35	66.67	70.48	58.59	6.67	6.67	6.06
Grade 5	40.91	33.33	35.58	52.27	62.37	61.54	6.82	4.30	2.88
All Grades	32.25	27.03	33.10	60.87	67.91	62.72	6.88	5.07	4.18

Conclusions based on this data:

- In the spring of 2025, 292 students took the CAASPP test. The overall scores show that 76.31 % (from 72.98% in 23-24) of students met or exceeded standards on the English Language Arts portion of the CAASPP test. This is an increase of 3.33% from the last reported result in the 2023-2024 school year

Overall year-over-year performance
The 5th-grade students were the highest-performing group when compared against all grades in the area of English Language Arts, with 82.69% (+6.34% from 22-23) of students meeting or exceeding standards.

The 4th-grade students were the lowest-performing group when compared against all grades in the area of English Language Arts, with 70.73% (-2.6% from 22-23) of students meeting or exceeding standards.

The 3rd-grade students were the next highest-performing group when compared against all grades in the area of English Language Arts, with 71.43% (+2.04% from 22-23) of students meeting or exceeding standards.
- In the spring of 2025, Lakeview Elementary school students took the CAASPP test. Claim data was provided to illustrate areas of strength and areas of focus based on student performance.

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

When looking at the claim categories for English Language Arts,

5th-grade students performed better in the Reading claim when compared against all grade levels.

5th-grade students performed better in the Writing claim when compared against all grade levels.

5th-grade students performed better in the Listening claim when compared against all grade levels.

5th-grade students performed better in the Research and Inquiry claims when compared against all grade levels.

3. In the spring of 2025, Lakeview Elementary school students took the CAASPP test. Using the test results, we can see the following cohort data as compared to 2023-24.

Cohort Performance

When compared to the prior year (2023-2024), the same group of students improved in their overall performance from their 3rd grade to their 4th grade year in English Language Arts by 4.34% to reach 73.73% of students meeting or exceeding standards.

When compared to the prior year (2023-2024), the same group of students improved in their overall performance from their 4th grade to their 5th grade year in English Language Arts by 9.36% to reach 82.69% of students meeting or exceeding standards.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	98	98	88	98	98	85	98	98	85	100.0	100	96.6
Grade 4	91	106	99	90	105	99	90	105	99	98.9	99.1	100
Grade 5	88	94	105	88	93	104	88	93	104	100.0	98.9	99
All Grades	277	298	292	276	296	288	276	296	288	99.6	99.3	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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2502.	2484.	2502.	45.92	41.84	54.12	44.90	36.73	27.06	6.12	15.31	17.65	3.06	6.12	1.18
Grade 4	2539.	2539.	2525.	45.56	44.76	38.38	27.78	33.33	38.38	25.56	19.05	19.19	1.11	2.86	4.04
Grade 5	2570.	2551.	2567.	48.86	37.63	50.96	26.14	26.88	20.19	15.91	26.88	21.15	9.09	8.60	7.69
Grade 11															
All Grades	N/A	N/A	N/A	46.74	41.55	47.57	33.33	32.43	28.47	15.58	20.27	19.44	4.35	5.74	4.51

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	61.22	54.08	62.35	36.73	41.84	35.29	2.04	4.08	2.35
Grade 4	52.22	51.43	52.53	44.44	43.81	39.39	3.33	4.76	8.08
Grade 5	50.00	40.86	50.00	45.45	49.46	39.42	4.55	9.68	10.58
Grade 11									
All Grades	54.71	48.99	54.51	42.03	44.93	38.19	3.26	6.08	7.29

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	51.02	40.82	42.35	42.86	54.08	54.12	6.12	5.10	3.53
Grade 4	38.89	41.90	30.30	53.33	53.33	62.63	7.78	4.76	7.07
Grade 5	34.09	25.81	33.65	51.14	60.22	60.58	14.77	13.98	5.77
All Grades	41.67	36.49	35.07	48.91	55.74	59.38	9.42	7.77	5.56

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	47.96	32.65	45.88	47.96	63.27	48.24	4.08	4.08	5.88
Grade 4	43.33	49.52	36.36	47.78	43.81	52.53	8.89	6.67	11.11
Grade 5	37.50	24.73	32.69	52.27	66.67	62.50	10.23	8.60	4.81
All Grades	43.12	36.15	37.85	49.28	57.43	54.86	7.61	6.42	7.29

Conclusions based on this data:

- In the spring of 2025, 292 students took the CAASPP test. The overall scores show that 76.04% (from 73.98% in 23-24) of students met or exceeded standards on the Math portion of the CAASPP test. This is an increase of 2.06% from the last reported result in the 2023-2024 school year.

Overall year-over-year performance
The 3rd-grade students were the highest-performing group when compared against all grades in the area of Math with 81.18% of students meeting or exceeding standards.

The 4th-grade students were the next highest-performing group when compared against all grades in the area of Math with 76.76% of students meeting or exceeding standards.

The 5th-grade students were the lowest-performing group when compared against all grades in the area of Math with 71.15% of students meeting or exceeding standards.
- Across all grade levels, students performed the strongest in the Concepts and Procedures claim. The Concepts and Procedures along with Communicating Reasoning claims, tied for the highest number of students in the "Below Standard" level."

When looking at the claim categories for Mathematics,

3rd grade students performed better in the Concepts and Procedures claim when compared against all grade levels.

3rd grade students performed better in the Problem Solving and Modeling & Data Analysis claim when compared against all grade levels.

3rd grade students performed better in the Communicating Reasoning claim when compared against all grade levels.

3. In the spring of 2025, Lakeview Elementary school students took the CAASPP test. Using the test results, we can see the following cohort data as compared to 2023-24.

Cohort Performance

When compared to the prior year (2023-2024), the same group of students declined in their overall performance from their 3rd grade to their 4th grade year in Math by 1.81% to reach 76.76% of students meeting or exceeding standards.

When compared to the prior year (2023-2024), the same group of students declined in their overall performance from their 4th grade to their 5th grade year in Math by 6.94% to reach 71.15% of students meeting or exceeding standards.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	8	*
1	*	*	*	*	*	*	*	*	*	*	*	5
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	4	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										9	17	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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	17.65	20.00	*	41.18	73.33	*	41.18	6.67	*	0.00	0.00	*	17	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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	35.29	53.33	*	29.41	40.00	*	35.29	6.67	*	0.00	0.00	*	17	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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1		*	*		*	*		*	*		*	*		*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	0.00	13.33	*	52.94	60.00	*	35.29	26.67	*	11.76	0.00	*	17	15

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	41.18	53.33	*	47.06	46.67	*	11.76	0.00	*	17	15

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	47.06	66.67	*	41.18	20.00	*	11.76	13.33	*	17	15

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	11.76	13.33	*	70.59	80.00	*	17.65	6.67	*	17	15

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	35.29	20.00	*	64.71	80.00	*	0.00	0.00	*	17	15

Conclusions based on this data:

1. The ELPAC was administered to 15 students during the 2024-2025 school year.
The percentage of total students achieving Level 4 was 20%.
The percentage of total students achieving Level 3 was 73.33%.
The percentage of total students achieving Level 2 was 6.67%.
The percentage of total students achieving Level 1 was 0.0%

2. During the 2024-2025, overall Oral Language and Written language skills were provide by performance.

The percentage of students at each level in Oral Language Composite is as follows:

Level 4 - 53.33%
Level 3 - 40.00 %
Level 2 - 6.67%
Level 1 - 0.00%

The percentage of students at each level in Listening Domain is as follows:

Well Developed - 53.33%
Somewhat/Moderately - 46.67%
Beginning - 0.00%

The percentage of students at each level in Speaking Domain is as follows:

Well Developed - 66.67%
Somewhat/Moderately - 46.67%
Beginning - 0.00%

The percentage of students at each level in Written Language Composite is as follows:

Level 4 - 13.33%
Level 3 - 60.00 %
Level 2 - 26.67%
Level 1 - 0.00%

The percentage of students at each level in Reading Domain is as follows:

Well Developed - 13.33%
Somewhat/Moderately - 70.59%
Beginning - 6.67%

The percentage of students at each level in Writing Domain is as follows:

Well Developed - 20.00%
Somewhat/Moderately - 80.00%
Beginning - 0.00%

Based on the data, it can be concluced that students are progressing in their language acquisition. It can also be concluded that their early mastery of oral language and the later master of written language is occuring as expected based on language acquisition models.

3. During the 2024-2025, there were an insufficient number of English language learners (ELLs) tested to generate a reportable score at any individual grade level.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
527	10.4%	2.8%	0.0%
Total Number of Students enrolled in Lakeview Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	15	2.8%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	55	10.4%
Students with Disabilities	45	8.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	2.1%
American Indian	2	0.4%
Asian	85	16.1%
Filipino	23	4.4%
Hispanic	52	9.9%
Two or More Races	10	1.9%
Pacific Islander	0	0.0%
White	344	65.3%

Conclusions based on this data:

1. Lake View has a relatively small population of English Learners, Socioeconomically Disadvantaged students, and Students with disabilities.

2. It can also be concluded that Lake View has students who fall in seven of the focus group populations. With so few students in at least three of the demographic groups, making sure they feel connected and supported at school is important.
3. Lake View is a fairly homogeneous group of students that has a population that is holding steady in the low to mid 500's over the last two years. The population of students remained consistent to prior years with the ratios for ethnic, and socially economically disadvantaged students.

School and Student Performance Data

Overall Performance

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



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Orange	Suspension Rate  Blue
Mathematics  Blue		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. Academic Performance
Under the Academic Performance Indicator, student performance data indicates that they performed in the Blue category or the High level in English Language Arts and Blue category or the High level in Mathematics for the 2024-25 school year.

2. **Academic Engagement**
Under the Academic Engagement Indicator, student performance data indicates that the Chronic Absenteeism level is in the Orange category or the high level based on state criteria for the 2024-25 school year.
3. **Conditions & Climate**
Under the Conditions & Climate Indicator, school performance data indicates that the Suspension Rate level is in the Blue category or the Very Low level based on state criteria for the 2024-25 school year.

School and Student Performance Data

Academic Performance English Language Arts

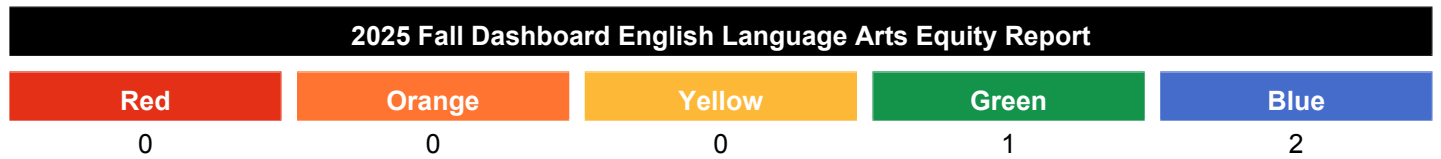
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Blue 58.7 points above standard Increased 9.9 points 283 Students	English Learners  No Performance Color 41.5 points above standard Increased 31.5 points 11 Students	Long-Term English Learners  No Performance Color
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color 49.8 points above standard Increased 42.6 points 29 Students

Students with Disabilities  Green 12.5 points above standard Maintained -0.9 points 31 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Blue 93.5 points above standard Increased 16.2 points 46 Students	Filipino  No Performance Color 86.4 points above standard Declined 3.1 points 11 Students	Hispanic  No Performance Color 56.4 points above standard Increased 38.2 points 22 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 48.2 points above standard Maintained 2.8 points 190 Students

Conclusions based on this data:

- Overall Performance**
The English Language Arts Performance Indicator demonstrates that in the All Students category, students scored at the Blue category or the Very High level based on state criteria for the 2024-25 school year.
- Student Group Performance**
The English Language Arts Data Comparisons for Socioeconomically Disadvantaged and Students with Disabilities indicates that:

Students with Disabilities scored in the Green level which is 12.5 points above standard. This is based on the data for 31 students.
- Race/Ethnicity**
The English Language Arts Performance by Race/Ethnicity Indicator demonstrates that (List the data for student groups that have a performance level):
Students in the White Student Group scored in the Blue performance level which is 48.2 points above standard. This is based on the data for 190 students.

Students in the Asian Student Group scored in the Blue performance level which is 93.5 points above standard. This is based on the data for 46 students.

English Learners

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

Current English Learners scored with no performance color. While there is not color designation due to the low number of students in the category, English Learners are performing at 41.5 points above standards.

English Only students scored with no performance color.

School and Student Performance Data

Academic Performance Mathematics

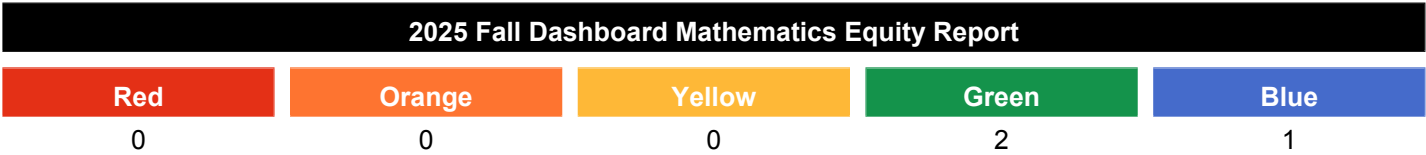
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Blue 47.5 points above standard Increased 3.7 points 284 Students	English Learners  No Performance Color 29.8 points above standard Increased 11.9 points 12 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color 35.4 points above standard Increased 16.5 points 30 Students

Students with Disabilities  Green 4.3 points above standard Declined 10 points 31 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Blue 76.2 points above standard Increased 7.2 points 46 Students	Filipino  No Performance Color 78.1 points above standard Increased 26.4 points 11 Students	Hispanic  No Performance Color 43.9 points above standard Increased 21.5 points 23 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Pacific Islander  No Performance Color 0 Students	White  Green 37.6 points above standard Declined 6.9 points 190 Students

Conclusions based on this data:

- Overall Performance**
The Mathematics Performance Indicator demonstrates that in the All Students category, students scored at the Blue category or the Very High level based on state criteria for the 2024-25 school year.
- Student Group Performance**
The Mathematics Data Comparisons for Socioeconomically Disadvantaged and Students with Disabilities indicates that:

Students with Disabilities scored in the Green level which is 4.3 points above standard. This is based on the data for 31 students.
- The Mathematics Performance by Race/Ethnicity Indicator demonstrates that (List the data for student groups that have a performance level):**
Students in the White Student Group scored in the Green performance level which is 37.6 points above standard. This is based on the data for 190 students.

Students in the Asian Student Group scored in the Blue performance level which is 76.2 points above standard. This is based on the data for 46 students.

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

English Learners

The Mathematics Data Comparisons for English Learners indicates that:

Current English Learners scored with no performance color. While there is not color designation due to the low number of students in the category, English Learners are performing at 29.8 points above standards.

English Only students scored with no performance color.

School and Student Performance Data

Academic Performance Science

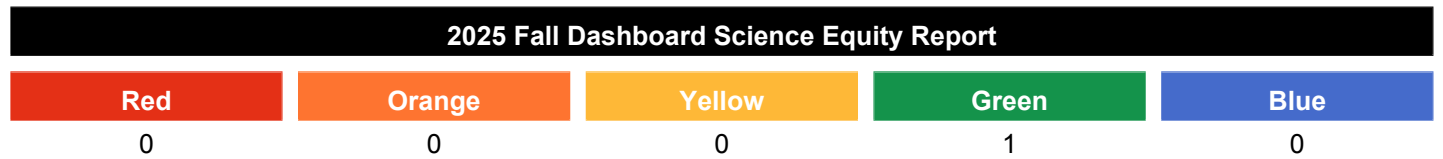
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Blue 67.4 science points Increased 2.6 points 104 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students

Students with Disabilities  No Performance Color 55.9 science points Maintained -1 points 13 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 73.6 science points Increased 5.4 points 19 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Pacific Islander  No Performance Color 0 Students	White  Green 66.2 science points Declined 2.3 points 67 Students

Conclusions based on this data:

- Overall Performance**
The Science Performance Indicator demonstrates that in the All Students category, students scored at the Blue category or the Very High level based on state criteria for the 2024-25 school year. It can be concluded that Lake View maintains a high standard of performance on the state science assessment.
- Student Group Performance**
The Science Data Comparisons for Students with Disabilities did not receive a performance color this year. There are not enough students in the Socioeconomically Disadvantaged category to receive a performance rating. The number of points in relation to the standard indicates that Students with Disabilities scored 55.9 points above the standard. This is based on the data for 13 students.
- Race/Ethnicity Group Performance** The Science Performance by Race/Ethnicity Indicator demonstrates that:
 - Students in the Asian Student Group scored 73.6 points above standard. This is based on the data for 19 students.
 - Students in the White Student Group scored 66.2 points above standard. This is based on the data for 67 students. The students in the white category received a Green performance rating.
It can be concluded that Students in the Race/Ethnicity Groups performed at a high level on the state science assessment. In many reportable categories, Lake View does not have enough students in those populations to trigger reporting data.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 63.6 making progress. Number Students: 11 Students	 No Performance Color making progress. Number Students: 0 Students

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.

2025 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
9.1%	27.3%	0%	63.6%

Conclusions based on this data:

1. During the 2024-2025, there were an insufficient number of English language learners (ELLs) tested to generate a reportable score in these areas.

School and Student Performance Data

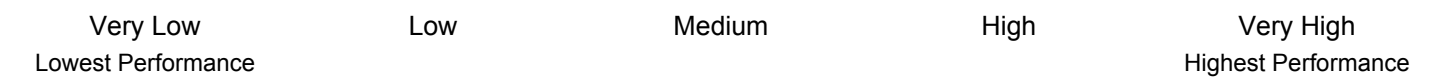
Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. This page is not applicable for elementary schools.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Orange

7% Chronically Absent

Increased 2

541 Students

English Learners



No Performance Color

0% Chronically Absent

Declined 4.8

15 Students

Long-Term English Learners

Foster Youth



No Performance Color

0 Students

Homeless



No Performance Color

0 Students

Socioeconomically Disadvantaged



Yellow

10.9% Chronically Absent

Declined 12.5

64 Students

Students with Disabilities  Orange 14.1% Chronically Absent Increased 3.8 71 Students	African American  No Performance Color 8.3% Chronically Absent 0 12 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Orange 9.3% Chronically Absent Increased 7 86 Students	Filipino  No Performance Color 4.3% Chronically Absent Increased 4.3 23 Students	Hispanic  Green 5.4% Chronically Absent Declined 3.6 56 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 6.8% Chronically Absent Increased 1.9 352 Students

Conclusions based on this data:

- Overall Performance**
The Chronic Absenteeism Indicator demonstrates that in the All Students category, students scored in the Orange category or the High performance level, as 7.0% of students out of a total of 541 students were considered chronically absent based on state criteria for the 2024-25 school year.
- Student Group**
The Chronic Absenteeism Indicator demonstrates that in the Student Group category, Socioeconomically Disadvantaged students scored in the Yellow category or the Moderate level as 10.9% percent of students out of a total of 67 students were considered chronically absent based on state criteria for the 2024-25 school year.

The Chronic Absenteeism Indicator demonstrates that in the Student Group category, Students with Disabilities students scored in the Orange category or the High level as 14.1% percent of students out of a total of 71 students were considered chronically absent based on state criteria for the 2024-25 school year.
- Race/Ethnicity**
The Chronic Absenteeism Indicator in the Race/Ethnicity category demonstrates the following:

Students in the White Student Group scored in the Orange category or the High level as 6.8% percent of students out of a total of 352 students were considered chronically absent based on state criteria for the 2024-25 school year.

Students in the Asian Student Group scored in the Orange category or the High level as 9.3 percent of students out of a total of 86 students were considered chronically absent based on state criteria for the 2024-25 school year.

Students in the Hispanic Student Group scored in the Green category or the Low level as 5.4 percent of students out of a total of 56 students were considered chronically absent based on state criteria for the 2024-25 school year.

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

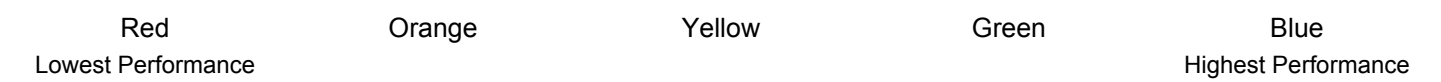
School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- This page is not applicable for elementary schools.

School and Student Performance Data

Conditions & Climate Suspension Rate

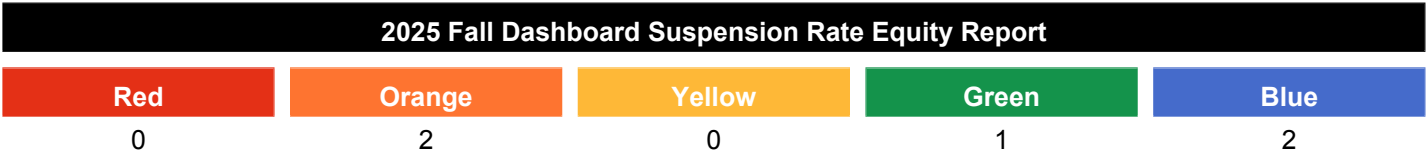
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0.5% suspended at least one day Maintained -0.2% 546 Students	English Learners  No Performance Color 0% suspended at least one day Maintained 0% 16 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Blue 0% suspended at least one day Declined 4.1% 64 Students

Students with Disabilities  Orange 1.4% suspended at least one day Increased 1.4% 71 Students	African American  No Performance Color 0% suspended at least one day 12 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Orange 1.2% suspended at least one day Increased 1.2% 86 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 23 Students	Hispanic  Blue 0% suspended at least one day Maintained 0% 57 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Pacific Islander  No Performance Color 0 Students	White  Green 0.6% suspended at least one day Declined 0.5% 356 Students

Conclusions based on this data:

- Overall Performance**
The Suspension Rate Indicator demonstrates that in the All Students category, students scored in the Blue category or the Very Low level as 0.5% of students out of a total of 546 students were suspended at least one day during the 2024-25 school year. This represents three students being suspended out of all categories. This scoring is based on state criteria.
- Student Group Performance**
The Suspension Rate Indicator demonstrates that in the Student Group category, Socioeconomically Disadvantaged students scored in the Blue category or the Very Low level, as 0.0% of students out of a total of 64 students were suspended at least one day during the 2024-25 school year. This scoring is based on state criteria.

The Suspension Rate Indicator demonstrates that in the Student Group category, Students with Disabilities students scored in the Orange category or the High level, as 1.4% of students out of a total of 71 students were suspended at least one day during the 2024-25 school year. This represents one student being suspended from this category. This scoring is based on state criteria.
- Race/Ethnicity**
The Suspension Rate Indicator in the Race/Ethnicity category demonstrates the following: (List the data for student groups that have a performance level)

Students in the White Student Group scored in the Green category or the Low level, as 0.6% of students out of a total of 356 students were suspended at least one day during the 2024-25 school year. This represents two students being suspended in this category. This scoring is based on state criteria.

Students in the Asian Student Group scored in the Orange category or the High level, as 1.2% percent of students out of a total of 86 students were suspended at least one day during the 2024-25 school year. This represents one student being suspended in this category. This scoring is based on state criteria.

Students in the Hispanic Student Group scored in the Blue category or the Very Low level, as 0.0% of students out of a total of 57 students were suspended at least one day during the 2024-25 school year. This scoring is based on state criteria.

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

It can be concluded that Lake View has a low suspension rate across races and ethnicities.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Educational Services

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a review of the Dashboard and local assessment data, all indicators for our school are currently in the green performance level, reflecting strong overall outcomes. Local assessments further support the effectiveness of our current strategies, indicating that they are sufficient in addressing student needs across all areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarter Balanced Assessment Results (CAASPP)	In the spring of 2025, 76.31% (from 72.98%) of 292 students met or exceeded standards on the English Language Arts portion of the CAASPP test. This is a increase of 3.33% from the last reported result in the 2023-2024 school year. (Goal Met) In the spring of 2025, 76.04% (from 73.98%) of 292 students met or exceeded standards on the math portion of the CAASPP test. This is a increase of 2.06% from the last reported result in the 2023-2024 school year. (Goal Met) In the spring of 2025, 104 students took the science portion of the statewide test. They earned 67.4 point which is 14.8 points above the state level.	We have a goal to maintain or increase our school-wide performance in language arts and in math for the 2025-2026 school year.
District Benchmark Assessment Results	2025 District Assessment Data English Language Arts:	We have a goal to increase our percentage of student proficiency on all District benchmark assessments by 1-2%.

	82% of kindergarten students met benchmark for Sight Words. 85% of kindergarten students met benchmark for Simple Words. 90% met benchmark for Sentence Dictation. 94% met benchmark for Addition Word Problems. 82% met benchmark for Subtraction Word Problems. 84% met benchmark for Counting to 100. English Language Arts: First Grade- In 1st grade, 88% of the students met the benchmark for the BPST (Basic Phonics Skills Test), 74% met the Oral Reading Fluency Benchmark and 93% met the benchmark for HFW (High Frequency Words). Second Grade- 81% of our second-grade students met the Acadience Oral Reading Fluency Benchmark and 91% of students met the accuracy benchmark. Third Grade- 88% of our third-grade students met the Acadience Oral Reading Fluency Benchmark and 96% met the accuracy benchmark. Fourth Grade- 93% of our fourth grade students met the Acadience Oral Reading Fluency Benchmark and 94% met the accuracy benchmark. Fifth Grade- 90% of our fifth grade students met the Acadience Oral Reading Fluency Benchmark and 80% met the accuracy benchmark. Mathematics: Third Grade- 92% of our third grade students performed Above or On Grade Level on the IXL Diagnostic Assessment demonstrating mastery of math standards. Fourth Grade- 92% of our fourth grade students performed Above or On Grade Level on the IXL Diagnostic Assessment demonstrating mastery of math standards. Fifth Grade- 78% of our fifth grade students performed Above or On Grade Level on the IXL Diagnostic Assessment demonstrating mastery of math standards.	We have a goal to increase or maintain our percentage of students performing Above or On Grade Level on the IXL Diagnostic Assessment to at least 80% in all grades.

Accelerated Reader (Star Reading Test)	In the fall of 2025, the following percentages of students were At or Above, On Watch, Intervention, or Urgent Intervention levels at the start of the school year. At or Above Benchmark - 82.6% On Watch - 15.2% Intervention - 1.9% Urgent Intervention - 0.3%	We have a goal to improve our percentage of students performing At or Above Benchmark by 1-2% by the end of the 2025-2026 school year.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Alignment of Instructional with Content Standards: Lakeview Elementary will utilize district adopted, standards-aligned language arts and math curriculum. California Standards instruction will be supplemented with a variety of resources, as needed. Students will continue to participate in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through guided reading techniques. In order to address our students' needs in ELA, primary students TK-2 will receive phonics instruction in Really Great Reading or Heggerty. Leveled and fluid phonics instruction continues to be a focus for instruction of foundational reading skills. Students will participate in Step Up to Writing Common Core activities designed to address all stages of the writing process and improve students' writing skills. RUSD will provide supplemental online instructional resources for all students (Typing Agent, Explore Learning, IXL, and Accelerated Reader). Teachers will implement the Next Generation Science Standards (NGSS) into their instruction using Twig Science, or other NGSS-aligned bridge programs. Teachers will receive funding for supplemental instructional resources from Teachers Pay Teachers. TK through 5th grade students will receive specialized PE instruction from a credentialed PE teacher weekly. Teacher prep minutes, negotiated in the RUFT Contract, will be provided through our PE program. Additional primary Physical Education minutes will be provided by classroom teachers. Supplemental online instructional programs (ST Math, Newsela, Star Fall, Brain Pop, Flocabulary, Spelling City, EPIC, Raz Kids) will be utilized strategically to enhance learning. Screen time will be limited, allowing teacher-delivered lessons, student interaction and collaboration remains the priority.	All Students	10,200.00 LCFF 4000-4999: Books And Supplies Site-wide copies 8,600.00 District Funded 5000-5999: Services And Other Operating Expenditures Online Learning Contracts for Supplemental Instruction & Student Skill Reinforcement (Reflex Math, IXL, Learning A-Z) 21,380.00 PTO 5000-5999: Services And Other Operating Expenditures Online Learning Contracts for Supplemental Instruction & Student Skill Reinforcement (ST Math, Star Fall, Newsela, Razz Kids, Flocabulary, Spelling City, Brain Pop, Generation Genius) 2,600.00 LCFF 4000-4999: Books And Supplies \$100 Per Teacher for Teachers Pay Teachers Supplemental Instructional Resources 1,400.00 LCFF 4000-4999: Books And Supplies Recess Supplies and Equipment 2,500.00 District Funded 4000-4999: Books And Supplies

			PE Equipment 2,200.00 LCFF 4000-4999: Books And Supplies Planners and Homework Folders
1.2	Improvement of Instructional Strategies and Materials: Lakeview Elementary will utilize instructional support staff and materials to enhance our standards-based curriculum and assist certificated staff in the delivery of quality, differentiated instruction. Data analysis of ongoing student assessments will drive our instruction. Students will receive opportunities for academic intervention, as well as challenge learning, based on individual needs. Four intervention para-educators will work closely with teachers and the principal to improve phonics, reading, and math skills of students in 1st - 5th grades. Supplemental programs, such as SIPPS, Read Live, Heggerty, Comp Plus, and REWARDS, will be used to deliver intervention instruction. Frequent formative assessment, along with District and State assessment data will be analyzed and used to appropriately "level" students and target necessary curricular areas. The needs of gifted students, students in need of intervention, students with disabilities, and English Learners will be monitored closely. Engaging, flexible, skill-based instruction will be offered. ELPAC results will be used to monitor EL students' acquisition of language. Student Success Team meetings will be held to document and address concerns affecting student learning. MTSS support team meetings will be held regularly to plan and monitor supports for MTSS, with a focus on Tier 2 interventions. Lake View is implementing the Project Lead the Way Program (PLTW). Project Lead the Way is a hands-on, project-based learning program that focuses on the blending of STEAM and CTE subject areas. To begin, fourth and fifth-grade teachers will receive training. They will be trained to teach lessons in robotics, waves, properties of light, structures and functions, earth, and ecosystems. In upcoming years, additional grade levels will receive training and begin to provide lessons in other STEAM subject areas.	All Students	11,600.00 District Funded 1000-1999: Certificated Personnel Salaries Sub Costs for Assessment Release Days for Teachers 1,700.00 LCFF 1000-1999: Certificated Personnel Salaries Costs for Incoming Kindergarten Assessments - Extra Duty Pay for Teachers 41,300.00 LCFF 2000-2999: Classified Personnel Salaries Instructional Aide Salaries (2 Paraeducator) - Intervention Support 38,290.00 Donations 2000-2999: Classified Personnel Salaries Instructional Aide Salaries (4 Paraeducators) - Intervention Support (Extended Support) 1,035.00 PTO 5000-5999: Services And Other Operating Expenditures Online Assessment/Learning Support for Reading Intervention (Read Live) 25,000.00 LCFF 4000-4999: Books And Supplies Instructional and Operating Supplies for Teachers 13,000.00 PTO 4000-4999: Books And Supplies Teacher Supplies and Paper Costs 60,000.00 District Funded 2000-2999: Classified Personnel Salaries TK & Kinder Aide Support for Classrooms 34,965.65 PTO

			4000-4999: Books And Supplies Project Lead The Way Supplies • Robotics • Waves and Properties of Light • Structure and Function • Earth • Ecosystems
1.3	Extended Learning Time; Increased Educational Opportunity and Support Services: Lakeview Elementary will provide extended learning time and increased educational opportunities for students. Field trips relating to the CA State Standards will take place at each grade level. Our librarian will offer weekly library visits to all classes and support teachers with literacy resources. "I Love Reading Week" will be celebrated by students and promoted by our librarian and staff. Field trips such as, Coloma Outdoor Discovery School Overnight Trip, Wakamatsu Farm, Harris Center for the Arts, Nimbus Fish Hatchery, Folsom Zoo, IMAX Theater, Maidu Museum and MOSAC, etc, will be offered (when available). Lakeview students will have the opportunity to attend El Dorado County educational opportunities and events, such as the Spelling Bee, Oral Interpretation, Chess and Nature Bowl. Athletic opportunities in cross country (3rd-5th), volleyball (4th-5th) and basketball (5th) will be available. IMPACT Leadership will be encouraged for all 4th and 5th grade students to learn leadership skills while providing important service to others. A District provided music teacher will instruct 4th and 5th grade students in instrumental music. TK-3rd will receive a music education program every two weeks. TK - 5th grade students will receive dance instruction for six weeks. TK-5th grade students will participate in a STEM, ceramics, and art program. A garden coordinator will oversee Lakeview's amazing garden and orchard, monitor student work and deliver garden/science lessons. PTO will offer after school enrichment sessions for all students (ex. cooking, Lego engineering, sewing, art, Growing Through Games, science, etc.).	All Students	4,000.00 LCFF 5000-5999: Services And Other Operating Expenditures Funding Assistance for Grade Level Field Trips 1,100.00 LCFF 5000-5999: Services And Other Operating Expenditures Registration Fees and Transportation for EDC Educational Events and Opportunities (Spelling Bee, Oral Interpretation, Nature Bowl) 1,355.00 LCFF 1000-1999: Certificated Personnel Salaries Athletic Team Coaching Stipends 1,500.00 LCFF 1000-1999: Certificated Personnel Salaries IMPACT Advisor Stipends 1,000.00 Donations 4000-4999: Books And Supplies SOAR Supplies 2,000.00 Donations 4000-4999: Books And Supplies Library Books 11,992 PTO 5000-5999: Services And Other Operating Expenditures Dance Program Through Leighton Dance Project \$9,000 from PTO \$2,992 from donations 48,000 District Funded

			2000-2999: Classified Personnel Salaries STEAM and Music Instruction 10,500 Donations 4000-4999: Books And Supplies STEM and Art Materials 1,500.00 PTO 4000-4999: Books And Supplies Pottery Program
1.4	Staff Development & Professional Collaboration: Lakeview Elementary will ensure that staff members responsible for providing and overseeing instruction, including certificated teachers, classified support staff, and administrators are afforded opportunities to receive training and collaboration time to learn and discuss current best practices. Two professional development days are provided throughout the school year. Partnerships with the El Dorado County Office of Education will provide increased opportunities for professional development. "Early Release" Wednesdays will enable professional collaboration among grade levels. Staff will work to analyze student performance data, develop instructional strategies, discuss optimal methods and share supports for learning. Phonics and reading instruction continue to be a priority at Lakeview; we understand the critical importance of outstanding reading instruction.	All Students	10,000.00 Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures Professional Development and Conferences Project Lead The Way Training \$5,666 19 hours for five teachers plus an additional 9 hours for a teacher trainer. 2,000 Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries Really Good Reading Planning 500.00 Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries Intervention Planning
1.5	Involvement of Staff, Parents & Community: Lakeview Elementary will continue to work to achieve a positive school climate for students, families, staff and community members. Parents and staff will have ample opportunities to provide input and feedback, regarding school plans. School Site Council and PTO will serve as forums to offer input and influence decision-making. The RUSD's Local Control Accountability Plan, parent survey and advisory committee with further seek to inform and/or encourage feedback from parents. Stakeholders will be informed through our school and District websites, teacher newsletters and/or websites, school newsletters, email blasts, social media, PTO emails, our school marquee and student promotions. PTO will provide community building opportunities through activities such as Fall Festival, Donuts with Grown-ups, Pancakes with Parents, parent/student dances and activity	All Students	8,700.00 PTO 0000: Unrestricted Kinder Orientation, Back to School Night, Open House, and Promotion

	nights, the Lakeview Gala and much more. Lakeview will continue to work with organizations such as, the El Dorado Hills Rotary, Hands for Hope, The Bryce Bazor Foundation, and the El Dorado Hills Fire Department.		

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Over 75% of students met or exceeded standards across all grade levels in ELA and math, demonstrating strong foundational literacy skills. These are significant gains from the prior year, with both areas improving by over two percent. These results indicate effective instructional strategies and curriculum alignment in lower grades. Our instructional programs have been successful, consistently helping students perform well on standardized tests. Intervention support has increased significantly, and students performing below standard are making steady progress. Lower grades have implemented a new literacy program, Really Great Reading, focusing on building strong foundational reading skills. Upper grades have introduced math intervention programs designed to address instructional gaps and reteach key concepts.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and the budgeted expenditures to achieve the articulated goal. All strategies and activities were implemented as planned within the allocated budget.

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.

Based on the analysis of our current data and next steps, several changes will be made to the goal, outcomes, metrics, and strategies in the SPSA to ensure progress toward our objectives. We will continue our additional intervention aide time, which will be allocated to support students performing below standard. New metrics will track the effectiveness of intervention programs through progress monitoring and benchmark assessments. Continued support will be given to teachers and will focus on the effective implementation of the Really Great Reading program for lower grades and math interventions for upper grades. This will include targeted training opportunities aligned with identified areas of need. Specific focus will be placed on reteaching and reinforcing key concepts for 5th-grade Math and 3rd-grade ELA. Regular benchmark assessments will be implemented as a key metric for tracking progress in ELA and Math. Data collected from these assessments will inform instructional adjustments throughout the year. We will continue with the STEAM and music teachers that were added from the prior year, and will add Project Lead The Way STEAM lessons for students. These updates in the SPSA aim to address identified gaps, enhance teacher capacity, and ensure interventions are both effective and responsive to student needs.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Safe, clean, student-centered learning environments.

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 to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a review of Dashboard and local data, our school has demonstrated strong performance in several areas. Our overall suspension data is in the Blue category, reflecting excellent behavioral and intervention effects. However, our overall absentee rate is currently in the Orange category, which was derived by an additional 2% of students falling into the absentee category. The absentee rate represents 38 students. To address truancy, we continue to focus on strategies that support student positive attendance. This includes parental notification, meetings with students and families, counselor intervention to determine root causes, and providing short-term independent study contracts.

Restorative Practices: We actively use restorative approaches to help students take accountability, repair relationships, and learn from their actions.

Check-In/Check-Out System: This system provides daily structure and positive reinforcement for our higher-need behavior students, helping them stay engaged and supported throughout the school day.

We will continue to monitor and evaluate these strategies to ensure they are effectively addressing behavioral needs while promoting a positive and inclusive school culture. Our goal is to maintain a safe and supportive environment where all students can thrive.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
RUSD School Culture and Climate Survey	The RUSD Culture and Climate Survey was administered in the Fall of 2025. 130 students participated in the survey. The survey indicated that 93.1% of students surveyed feel safe at school most or all of the time. 90.8% of all students surveyed feel well connected with at least 2 friends. 86.2% of students reported a high level of caring and support by staff members towards students.	For the remainder 2025-26 school year, the goal is for the following: Students feeling safe will be maintained or increase 1-2%. Students feeling connected with at least 2 friends will be maintained or increase 1-2%. Students feeling cared for by staff will be maintained or increase 1-2%.
RUSD LCAP Parent Survey	The survey indicated that 98.4% of parents surveyed agree/strongly agree that Lakeview Elementary is a safe place for their child. 97.4% of all parents surveyed agree/strongly agree that Lakeview Elementary encourages them to be an active partner in educating their child. 92.4% of all parents surveyed agree/strongly agree that Lakeview Elementary has adults who really care about students.	Parents agree/strongly agree that their child's school is a safe place will be maintained or increase 1-2%. Parents agree/strongly agree that they are encouraged to be an active partner in the education of their child will be maintained. Parents agree/strongly agree that school staff really care about students will be maintained or increase 1-2%.
Discipline Data/Aeries Reports	Lakeview's suspension rate for the 2024-2025 school year was 0.5%.	Lakeview's suspension rate will continue at a very low percentage in 2025-2026. Focus will be placed on behavioral supports and positive community building in the 2025-2026 school year.
Attendance Data	Lakeview's average attendance rate for the 2024-2025 school year was 7%.	There will be a continued focus on the attendance rates for the 2025-2026 school year.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	School Safety (Climate and Community Building, Staff Development and Professional Collaboration): Lakeview Elementary will continue to hold student and staff safety as our first priority. All staff and students will participate in emergency preparedness drills and will be proficient at	All Students	

	following safety protocol for evacuation, duck and cover and lock-down drills. All staff participated in Active Violence Training with the El Dorado County Sheriffs Office. Our principal will continue to work with RUSD Technology and Maintenance/Operations Departments, as well as law enforcement agencies to ensure current safety recommendations are in place. Students will be provided lessons on digital citizenship and online safety. All staff will be trained in Child Abuse Mandated Reporter requirements, in addition to all required trainings. Visitor and volunteer policies and procedures will be strictly enforced to ensure student safety. Visitor and volunteer signage will be enhanced, as necessary, on site. Our safety committee, safety team, and staff will work to update and maintain our Crisis Response and Emergency Procedures as well as our Comprehensive School Safety Plan. The safety team meets prior to every drill to prepare, and after every drill to debrief. Bottle filling stations have been added throughout the campus. All school facilities and teaching tools will be safe and in working order.		
2.2	School Climate and Community Building: Lakeview Elementary staff will diligently work to ensure the safe well-being of all students. Social-emotional needs of students will be considered a priority for optimal learning and will be addressed through the use of SEL strategies and tools in the classrooms and throughout the school community. Character-building skills will be taught, modeled, and practiced by all. Behavioral needs of students will be supported through proactive discipline methods and enforcement of expectations. A full-time school counselor will work to support the mental health needs of students through class presentations, individual counseling, and group counseling. A new Wellness Center was created to ensure a private location for counseling, and it provides a location for students to go during the week to have lunch. Our library, garden, and art room are also open during certain recesses to provide alternative places for students to go during recess. All staff will be trained in Positive Behavioral Interventions and Supports (PBIS) and will lead the process of fine-tuning our site-based expectations and procedures. Students will be encouraged to SOAR (Solve Problems, Own Good Decisions, Achieve Leadership, and Radiate Respect). Student leadership teams or our IMPACT groups will assist in promoting a positive learning environment. Mister Brown comes once a year to bring his Choose Well message to our students. He also provides training to the staff. Eight of our classes participate in a mindfulness program called 1-2-3 Wellness that is provided through the County.	All Students	1,000 Donations 4000-4999: Books And Supplies SOAR Student Incentives for PBIS 500.00 Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries PBIS Planning 5,000 Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures Mister Brown's Choose Well Program Presentation. (Ongoing video instruction access from the prior year.) 0 None Specified None Specified 1-2-3 Wellness Program provided through EDCOE

2.3			
2.5			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The implementation of strategies has been effective in creating a safe, connected, and caring environment for students and families.

Key highlights include the addition of the Wellness Center, leadership teams, SEL and mindfulness programs, and alternative spaces, including the library, garden, and art room, which are open during certain recesses to give students additional options for a safe and welcoming environment.

*****Currently, 84.6% of students feel cared for by staff. This indicates a need for ongoing intentional efforts, particularly through the SOAR program, mentorship, and the counselor’s expanded role. Maintaining or increasing our percentage in this area will require continued focus on visible demonstrations of care and engagement with every student.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and the budgeted expenditures to achieve the articulated goal. All strategies and activities were implemented as planned within the allocated budget.

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.

Based on the analysis, several changes have been made to enhance the goal and associated strategies for achieving it. These changes aim to support student well-being, foster a positive school climate, and provide safe, inclusive spaces for all students. A new Wellness Center has been added to provide a private, supportive location for counseling and a safe space for students during lunch and recess. The Wellness Center began in the 24-25 school year and wil continue to be supported going forward. This enhances efforts to address the social-emotional and mental health needs of students. Additional spaces have been made available during recess, including the art room, library, garden, and Wellness Center. These spaces offer students alternative, structured environments that foster creativity, relaxation, and social connection. Metrics will now include tracking student usage of the Wellness Center and other recess options, as well as monitoring the impact of these spaces on student survey outcomes related to safety, connection, and staff support. These updates in the SPSA ensure a comprehensive approach to meeting the articulated goals, focusing on creating safe, inclusive environments and addressing the holistic needs of students. We will be exploring a parent and student input system so we can gather more specific data on ways we can improve in these areas.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Technical Infrastructure and Support Systems

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a review of Dashboard and local data, our facilities are in good repair, and we have not received any Williams Act complaints. This indicates that our current practices for maintaining and managing facilities are effective and sufficient in meeting state and local standards. There are no areas of significant concern or low performing areas, and we will continue meeting the professional needs of our staff based on a staff survey completed at the end of each year.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Staff Survey	Professional development was provided to certificated and classified staff. Support will be offered based on need and data presented from this survey.	Professional Development will be provided to staff.
Facility Inspection Tool - District Tool	The facilities were reported to be in good repair as measured by the FIT.	Facilities will continue to be in good repair.
Williams Act/Uniform Complaints	No Williams Act/Uniform Complaints were received during the 2024-2025 school year.	No Williams Act/Uniform Complaints are expected in the 2025-2026 school year. Any complaints will be addressed immediately.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Staff Collaboration & Professional Development: Lakeview Elementary and RUSD will provide classified staff with collaboration opportunities to improve our already high level of school support.	All Students	

	Understanding how important every staff member is to improving student success, classified staff members will be involved in collaboration and training for safety and Positive Behavioral Interventions and Supports. Classified staff will participate in the California School Staff Survey (CSSS) to aide in determining areas of additional needs.		
3.2	Facilities & Technology Infrastructure: Lakeview Elementary will provide facilities, technology, furniture and supplies to maximize the effectiveness of school operations. Improvements deemed necessary will be communicated to RUSD Maintenance personnel. Lakeview's PTO will continue its outstanding work and support to offer beautification, supplies and resources to support our school community and facility. A work order system is used to help identify areas that need to be fixed or maintained on our campus.	All Students	
3.5			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The combination of staff training and an efficient maintenance system has ensured the successful implementation of strategies to achieve the goal of maintaining a safe and well-functioning campus. These efforts have created a secure environment that supports learning and fosters trust among the school community. Classified staff have participated in regular safety training sessions, equipping them with the knowledge and skills to ensure a secure and well-managed campus environment. These trainings emphasize proactive safety measures, emergency protocols, and the importance of maintaining a clean and hazard-free campus. The effective use of a work order system has streamlined the process of identifying, reporting, and addressing maintenance issues on campus. This system ensures that repairs and maintenance are completed promptly, reducing potential safety risks and maintaining a functional environment.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and the budgeted expenditures to achieve the articulated goal. All strategies and activities, including staff safety trainings and the use of the work order system for campus maintenance, were implemented as planned within the allocated budget.

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.

Based on the analysis, there will be no changes made to the goal, annual outcomes, metrics, or strategies/activities to achieve the goal.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$386,417.65
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title II Part A: Improving Teacher Quality	\$18,000.00

Subtotal of additional federal funds included for this school: \$18,000.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
District Funded	\$130,700.00
Donations	\$52,790.00
LCFF	\$92,355.00
None Specified	\$0.00
PTO	\$92,572.65

Subtotal of state or local funds included for this school: \$368,417.65

Total of federal, state, and/or local funds for this school: \$386,417.65

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
District Funded	130,700.00
Donations	52,790.00
LCFF	92,355.00
None Specified	0.00
PTO	92,572.65
Title II Part A: Improving Teacher Quality	18,000.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	8,700.00
1000-1999: Certificated Personnel Salaries	19,155.00
2000-2999: Classified Personnel Salaries	187,590.00
4000-4999: Books And Supplies	107,865.65
5000-5999: Services And Other Operating Expenditures	48,107.00
5800: Professional/Consulting Services And Operating Expenditures	15,000.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	11,600.00
2000-2999: Classified Personnel Salaries	District Funded	108,000.00
4000-4999: Books And Supplies	District Funded	2,500.00

5000-5999: Services And Other Operating Expenditures	District Funded	8,600.00
2000-2999: Classified Personnel Salaries	Donations	38,290.00
4000-4999: Books And Supplies	Donations	14,500.00
1000-1999: Certificated Personnel Salaries	LCFF	4,555.00
2000-2999: Classified Personnel Salaries	LCFF	41,300.00
4000-4999: Books And Supplies	LCFF	41,400.00
5000-5999: Services And Other Operating Expenditures	LCFF	5,100.00
None Specified	None Specified	0.00
0000: Unrestricted	PTO	8,700.00
4000-4999: Books And Supplies	PTO	49,465.65
5000-5999: Services And Other Operating Expenditures	PTO	34,407.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	15,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	379,917.65
Goal 2	6,500.00

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Laurisa Stuart	Principal
Kristina Seabury	Classroom Teacher
Laura Haislip	Classroom Teacher
Erin Sargent	Other School Staff
Amie Child	Parent or Community Member
Breanna Funk	Parent or Community Member
Ben Howard	Parent or Community Member
Lindsay Jabbari	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 1-23-2024.

Attested:

The image shows two handwritten signatures in blue ink. The top signature is 'Laurisa' followed by a stylized 'S' or 'H'. The bottom signature is a stylized 'B' or 'H'.

Principal, Laurisa Stuart on 1-21-2025

SSC Chairperson, Ben Howard on 1-21-2025

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The 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. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and 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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. 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. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal 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. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable 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.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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 children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - 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.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. 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).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. 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:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. 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.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023



School Plan for Student Achievement (SPSA)

School Name			County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Marina School	Village	Middle	09619786103527		

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The 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. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Marina Village Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement
- Targeted Support and Improvement
- Additional Targeted Support and Improvement
- Facilities upgrades as possible.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Marina Village Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement
- Targeted Support and Improvement
- Additional Targeted Support and Improvement
- Facilities upgrades as possible.

Plan Description

The Single Plan for Student Achievement (SPSA) for Marina Village Middle School outlines a comprehensive strategy to meet the requirements of the Every Student Succeeds Act (ESSA) by aligning with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs. This plan focuses on promoting academic learning opportunities, ensuring equity through multiple measures, providing equitable resource allocation, and implementing evidence-based interventions to close achievement gaps and support all students in achieving success.

1. Academic Learning Opportunities

Marina Village prioritizes high-quality academic programs to ensure every student has access to rigorous, standards-based instruction. Key initiatives include:

Core Curriculum Alignment: Implementation of the California State Standards across all grade levels using district-adopted curriculum and supplemental resources.

Differentiated Instruction: Teachers utilize formative assessments to tailor instruction, addressing the unique needs of diverse learners, including English Learners (ELs), students with disabilities (SWD), and gifted students.

Extended Learning Time: The school offers after-school programs, access to teachers and support outside of class time, and targeted intervention blocks to provide additional support for students who need it.

College and Career Readiness: Introduction of STEM (Science, Technology, Engineering, and Mathematics) projects, STEM and Arts electives, and literacy challenges to prepare students for future opportunities.

2. Multiple Measures of Equity

Equity is at the forefront of Marina Village's improvement efforts, as evidenced by:

Data-Driven Decision Making: Regular analysis of data from the California School Dashboard, Smarter Balanced Assessments, attendance records, and social-emotional learning surveys to identify and address disparities.

Disaggregated Metrics: Monitoring academic performance, attendance, discipline, and promotion rates by subgroup (e.g., socioeconomically disadvantaged, English Learners, and foster youth) to ensure targeted supports are provided.

Inclusive Practices: All students have access to inclusive environments, supported by co-teaching models in 7th and 8th grades, Universal Design for Learning (UDL) strategies, and Multi-Tiered Systems of Support (MTSS).

Feedback from Stakeholders: Engaging families, community members, and students through surveys, Parent Teacher Club, and School Site Council meetings to inform equitable practices.

3. Resource Equity

Marina Village ensures equitable distribution of resources to support the learning needs of all students:

Technology Access: A 1:1 device program ensures all students have access to Chromebooks or iPads, with robust Wi-Fi availability to support digital learning both on campus and at home.

Targeted Investments: Additional staffing for paraprofessionals and counselors ensures smaller group sizes for interventions and social-emotional support for students who need it most.

Facility Improvements: Classrooms are equipped with modern tools, flexible seating, and assistive technologies to create engaging and accessible learning environments.

4. Evidence-Based Interventions

To address areas of need and improve student outcomes, Marina Village employs evidence-based practices validated by research:

Reading and Math Interventions: Programs such as IXL, Accelerated Reader, Quill, and Reflex Math are utilized to diagnose and support student progress. In addition, an online tutoring program, Varsity Tutor, is provided to all students.

A study skills elective in each grade is provided to students who demonstrate a need for additional support.

Social-Emotional Learning (SEL): Implementation of CharacterStrong and Counselor instruction in classrooms to build resilience and foster emotional intelligence.

Professional Development: Ongoing training for teachers in culturally responsive teaching, Positive Behavioral Interventions and Supports (PBIS), and trauma-informed practices.
Behavioral Support Systems: Adoption of PBIS and Restorative Practices to reduce suspensions and promote a positive school culture.
Progress Monitoring: Frequent benchmark testing and progress tracking ensure interventions are adjusted based on student performance and growth. A Tier II intervention team also reviews student progress and recommends interventions to students and families.
Additional Supports: Students have access to a staff-run homework club after school and tutorial times provided by each teacher outside of the classroom time.

Alignment with the Local Control and Accountability Plan (LCAP)

This SPSA aligns seamlessly with the district's LCAP goals:

LCAP Goal 1: Ensure all students have access to rigorous, high-quality instruction aligned to state standards.

LCAP Goal 2: Promote social-emotional well-being and safe, inclusive learning environments.

LCAP Goal 3: Strengthen partnerships with families and the community to support student success.

Through strategic planning and an equity-focused approach, Marina Village is committed to providing all students with the tools and opportunities they need to thrive academically, socially, and emotionally. This SPSA is a living document, regularly reviewed and updated to meet the evolving needs of our students and the community.

Multiple Measures of Equity

Marina Village's CAASPP assessment data in Language Arts and Math shows strong performance by all student groups, where overall students scored in the "Blue" or "Green" ranges, respectively. Students with Disabilities scored in the "Yellow" range for both Language Arts and Math, where they scored up to 34 points below standard. This was a 36-point improvement from the previous year. Students who are socioeconomically disadvantaged performed in the "Yellow" range in math but improved their performance in Language Arts. All other student groups maintained or improved their performance in Language Arts and Math. In addition, Marina Village's Accelerated Reader performance improved overall by 8%. Marina Village does not house enough English Learners to trigger statewide reporting in that category. Marina Village has also made improvements in Attendance and Suspension rates.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The staff collaborated on the Single Plan during a staff meeting on November 5, 2025. The school Parent Teacher Committee reviewed the Site Plan and provided feedback on November 12, 2025. The School Site Council reviewed, provided feedback, and approved the plan on December 1, 2025. The site council team included teachers, parents, students, and administration. Notification of the site council meeting was made public through our school website and weekly bulletin.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Does not apply.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

No performance areas for overall performance were in the "Red" or "Orange" categories for Marina Village Middle School.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

No student groups were below two or more performance levels below the "all student" performance, except in the following areas: ELA where Students with Disabilities fell in the "Yellow", whereas all students were "Blue" and Math where Students with Disabilities and Socioeconomically Disadvantaged and Hispanic Students fell in the "Yellow" whereas all students were "Blue."

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Additional identified areas include refining tier two intervention systems.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Marina Village Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.41%	0.27%	%	3	2	
African American	1.36%	1.08%	2.00%	10	8	15
Asian	8.97%	8.64%	8.80%	66	64	66
Filipino	3.13%	1.48%	1.73%	23	11	13
Hispanic/Latino	13.32%	13.63%	13.07%	98	101	98
Pacific Islander	0.41%	0.81%	1.07%	3	6	8
White	67.39%	69.91%	68.00%	496	518	510
Two or More Races	5.03%	4.18%	5.33%	37	31	40
Not Reported	0%	%	%	0		
Total Enrollment				736	741	750

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 6	263	233	234
Grade 7	223	270	243
Grade 8	250	238	277
Total Enrollment	736	741	754

Conclusions based on this data:

1. It can be concluded from this data that Marina Village is a fairly homogeneous group of students that has a population that is holding steady in the mid 700's. During the reporting period Marina provided educational service for 754 students base on this report.
2. It can also be concluded that we have students who fall in seven of the focus group populations with white students being the highest percentage. It can also be concluded that students in other reported racial categories have remained consistently in their percentage and student numbers over time. The exception to this is that in the 24-25 school year, we no longer had any students who identify as American Indian.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	10	11	6	1.4%	1.5%	0.8%
Fluent English Proficient (FEP)	55	55	56	7.5%	7.4%	7.5%
Reclassified Fluent English Proficient (RFEP)		5	3		45%	

Conclusions based on this data:

1. Marina Village has a small percentage of EL students who continue to progress in their language acquisition.
2. The number of English Learners declined slightly in the most recent reporting year over year with 10 in the 21/22 school year, 10 in the 22/23 school year, 11 in the 23-24 school year, and 6 in the 24-25 school year.
3. There were a total of six English Learners in 24/25. Three students were reclassified in the spring of 2025.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	264	234	235	259	229	230	259	229	230	98.1	97.9	97.9
Grade 7	225	275	244	221	263	236	221	263	236	98.2	95.6	96.7
Grade 8	244	241	277	242	234	262	242	234	262	99.2	97.1	94.6
All Grades	733	750	756	722	726	728	722	726	728	98.5	96.8	96.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2576.	2591.	2579.	26.64	36.24	33.04	47.49	47.16	37.39	20.85	11.79	22.61	5.02	4.80	6.96
Grade 7	2595.	2602.	2621.	25.79	31.18	39.83	47.51	42.97	46.61	16.74	19.39	8.47	9.95	6.46	5.08
Grade 8	2603.	2601.	2602.	24.79	23.93	25.57	44.21	44.44	40.84	19.83	19.66	24.05	11.16	11.97	9.54
All Grades	N/A	N/A	N/A	25.76	30.44	32.55	46.40	44.77	41.62	19.25	17.08	18.54	8.59	7.71	7.28

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	30.50	36.68	35.22	62.16	55.02	55.65	7.34	8.30	9.13
Grade 7	28.51	27.00	35.17	64.71	64.26	58.90	6.79	8.75	5.93
Grade 8	28.93	22.65	22.90	58.68	62.82	63.74	12.40	14.53	13.36
All Grades	29.36	28.65	30.77	61.77	60.88	59.62	8.86	10.47	9.62

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	21.62	29.26	26.96	68.34	64.19	64.35	10.04	6.55	8.70
Grade 7	30.77	40.68	45.76	59.28	54.37	48.31	9.95	4.94	5.93
Grade 8	24.38	32.91	28.24	63.22	55.13	62.21	12.40	11.97	9.54
All Grades	25.35	34.57	33.52	63.85	57.71	58.38	10.80	7.71	8.10

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	20.85	23.58	20.00	74.90	73.36	72.61	4.25	3.06	7.39
Grade 7	17.19	14.45	20.76	76.02	79.09	74.15	6.79	6.46	5.08
Grade 8	20.66	23.08	20.23	74.79	64.96	70.99	4.55	11.97	8.78
All Grades	19.67	20.11	20.33	75.21	72.73	72.53	5.12	7.16	7.14

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	23.94	28.38	28.70	68.73	67.69	64.78	7.34	3.93	6.52
Grade 7	30.77	25.86	35.17	59.28	68.44	59.75	9.95	5.70	5.08
Grade 8	27.69	31.62	31.30	66.53	58.55	58.78	5.79	9.83	9.92
All Grades	27.29	28.51	31.73	65.10	65.01	60.99	7.62	6.47	7.28

Conclusions based on this data:

- In the spring of 2025, Marina Village students took the CAASPP test. The overall scores show that 74.17% of Marina Village students met or exceeded standards on the English Language Arts portion of the CAASPP test. This is a decrease of 1% from the last reported result in the 2023-2024 school year

Overall year-over-year performance
The 6th-grade students were the next highest-performing group when compared against all grades in the area of ELA with 70.43% (-12.97% from 22-23) of students meeting or exceeding standards.
The 7th-grade students had the highest performing group when compared against all grades in the area of ELA with 86.44%(+12.29% from 22-23) of students meeting or exceeding standards.
The 8th-grade students had the lowest-performing group when compared against all grades in the area of ELA with 66.41% (-1.96% from 22-23) of students meeting or exceeding standards.
- In the spring of 2025, Marina Village students took the CAASPP test. Claim data was provided to illustrate areas of strength and areas of focus based on student performance.

Claims

Across all grade levels, students performed the strongest in the Writing claim.
The Reading claim also had the highest number of students in the "Below Standard" level.
Across all grade levels, the listening claim had the highest number of in the "At or Near Standard" range.

Two overall areas saw a greater number of students move into the "Not Met" range (reading +0.39% & Research +0.81%). This small percentage would suggest that the score was statistically static.

Two overall areas saw an improvement of students moving out of the "Not Met" range (Reading +0.85% and Research -1.15%)

All claims had less than 10% of students performing below standard (Reading, Writing, Listening, Research/Inquiry).

When looking at the above standard range:

6th-grade students performed better in the Reading claim when compared against all grade levels.

7th-grade students performed better in the Writing claim when compared to all grade levels.

7th-grade students performed better in the Listening claim when compared to all grade levels.

7th-grade students performed better in the Research and Inquiry claims when compared to all grade levels.

3. In the spring of 2025, Marina Village students took the CAASPP test. Using the test results, we can see the following cohort data as compared to 2023-24.

Cohort Performance

When compared to the prior testing year (2023-2024), the same group of students declined in their overall performance from their 5th-grade to their 6th-grade year in ELA by 5% to reach 70% of students meeting or exceeding standards. (From 75% to 70%)

When compared to the prior testing year (2023-2024), the same group of students improved in their overall performance from their 6th-grade to their 7th-grade year in ELA by 3% to reach 86% of students meeting or exceeding standards. (From 83% to 86%)

When compared to the prior testing year (2023-2024), the same group of students declined in their overall performance from their 7th-grade to their 8th-grade year in ELA by 7.7% to reach 66% of students meeting or exceeding standards. (From 74% to 66%)

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	264	234	235	259	229	230	259	229	230	98.1	97.9	97.9
Grade 7	225	275	244	220	263	236	220	263	236	97.8	95.6	96.7
Grade 8	244	241	277	242	235	262	242	235	262	99.2	97.5	94.6
All Grades	733	750	756	721	727	728	721	727	728	98.4	96.9	96.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2574.	2590.	2592.	32.82	42.79	43.48	30.89	24.89	24.78	25.87	26.20	21.74	10.42	6.11	10.00
Grade 7	2607.	2582.	2606.	40.45	30.42	42.80	27.73	30.42	23.73	21.36	21.67	22.46	10.45	17.49	11.02
Grade 8	2607.	2617.	2612.	33.88	40.00	38.55	21.90	22.98	23.66	28.10	22.98	24.05	16.12	14.04	13.74
Grade 11															
All Grades	N/A	N/A	N/A	35.51	37.41	41.48	26.91	26.27	24.04	25.24	23.52	22.80	12.34	12.79	11.68

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	32.43	41.48	42.17	56.76	49.78	45.22	10.81	8.73	12.61
Grade 7	40.91	32.32	38.56	47.73	49.43	50.42	11.36	18.25	11.02
Grade 8	33.88	34.04	38.93	53.72	54.04	51.91	12.40	11.91	9.16
Grade 11									
All Grades	35.51	35.76	39.84	52.98	51.03	49.31	11.51	13.20	10.85

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	25.10	31.44	31.74	61.39	58.52	58.70	13.51	10.04	9.57
Grade 7	37.73	31.56	36.44	49.55	55.89	52.97	12.73	12.55	10.59
Grade 8	31.82	30.64	28.24	54.13	56.60	55.73	14.05	12.77	16.03
All Grades	31.21	31.22	32.01	55.34	56.95	55.77	13.45	11.83	12.23

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	28.19	31.88	34.78	62.55	62.88	56.96	9.27	5.24	8.26
Grade 7	30.45	23.57	25.00	57.73	63.50	65.25	11.82	12.93	9.75
Grade 8	22.73	33.62	25.95	66.94	59.57	64.12	10.33	6.81	9.92
All Grades	27.05	29.44	28.43	62.55	62.04	62.23	10.40	8.53	9.34

Conclusions based on this data:

- In the spring of 2025, Marina Village students took the CAASPP test. The overall scores show that 65.52% of Marina Village students met or exceeded standards on the Math portion of the CAASPP test. This is an increase of 1.84% from the last reported result in the 2023-2024 school year

Overall year-over-year performance
The 6th-grade students were the highest-performing group when compared against all grades in the area of math, with 68.26% (+0.58% from 23-24) of students meeting or exceeding standards.
The 7th-grade students had the next highest performing group when compared against all grades in the area of math, with 66.53% (+5.69% change from 23-24) of students meeting or exceeding standards.
The 8th-grade students had the lowest-performing group when compared against all grades in the area of math, with 62.21% (+0.77% change from 23-24) of students meeting or exceeding standards.

Pre-pandemic, 6th grade was at 66% of students meeting or exceeding standards, 7th grade was at 73% of students meeting or exceeding standards, and 8th grade was at 72% of students meeting or exceeding standards in math.
- In the spring of 2025, Marina Village students took the CAASPP test. Claim data was provided to illustrate areas of strength and areas of focus based on student performance.

Claims

Across all grade levels, students performed the strongest in the Concepts and Procedures claim. The Problem Solving and Modeling Data Analysis had the highest number of students in the "Below Standard" level. Across all grade levels, students struggled in the Communicating Reasoning claim, with more students falling into the "At or Near Standard" performance level than the other two levels. However, the Concept and Procedure claim saw fewer students in the "Below Standard" range than the previous year. All claims had less than 13% of students performing below standard.

6th-grade students performed better in the Concepts and Procedures claim when compared against all grade levels.

7th-grade students performed better in the Problem Solving and Model Data Analysis claim when compared against all grade levels.

6th-grade students performed better in the Communicating Reasoning claim when compared against all grade levels.

3. In the spring of 2025, Marina Village students took the CAASPP test. Using the test results, we can see the following cohort data as compared to 2023-24.

Cohort Performance

When compared to the prior testing year (2023-2024), the same group of students declined in their overall performance from their 5th-grade to their 6th-grade year in math by 1.4% to reach 68.26% of students meeting or exceeding standards. (From 69.66% to 68.26%)

When compared to the prior testing year (2023-2024), the same group of students declined in their overall performance from their 6th-grade to their 7th-grade year in math by 1.15% to reach 66.53% of students meeting or exceeding standards. (From 67.85% to 66.68%)

When compared to the prior testing year (2023-2024), the same group of students improved in their overall performance from their 7th-grade to their 8th-grade year in math by 1.37% to reach 62.24% of students meeting or exceeding standards. (From 60.84% to 62.21%)

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	5	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										8	6	4

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Marina Village had six English Learners so change data for this groups was not provided by the State. Marina Village is aware of the six students in the 24/25 school year that are English Learners and these students are being supported in their language acquisition through the utilization of the adopted integrated curriculum.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
750	12.9%	0.8%	0.0%
Total Number of Students enrolled in Marina Village Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	6	0.8%
Foster Youth	0	0.0%
Homeless	3	0.4%
Socioeconomically Disadvantaged	97	12.9%
Students with Disabilities	86	11.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	15	2%
American Indian	0	0.0%
Asian	66	8.8%
Filipino	13	1.7%
Hispanic	98	13.1%
Two or More Races	40	5.3%
Pacific Islander	8	1.1%
White	510	68%

Conclusions based on this data:

1. Marina Village has a relatively small population of English Learners, Socioeconomically Disadvantaged students, and students with disabilities.

2. It can also be concluded that we have students who fall in eight of the focus group populations. With so few students in a couple of the demographic groups, making sure they feel connected and supported at school is important.
3. Marina Village is a fairly homogeneous group of students that has a population that is holding steady in the low to mid 700's over the last two years. The population of students remained consistent to prior years with the ratios for ethnic, and socially economically disadvantaged students.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Green	Suspension Rate  Yellow
Mathematics  Blue		
English Learner Progress  No Performance Color		

Conclusions based on this data:

- Under the Academic Performance Indicator, student performance data indicates that students performed in the BLUE level in English Language Arts and Mathematics for the 2024-25 school year.
- Under the Academic Engagement Indicator, student performance data indicates that the Chronic Absenteeism level is GREEN based on state criteria for the 2024-25 school year.

Marina Village saw an improvement in the absentee rate by 1.4%. The chronic absenteeism rate for 2024-2025 was 4.7%.

3. Under the Conditions & Climate Indicator, school performance data indicates that the Suspension Rate level is YELLOW based on state criteria for the 2024-25 school year. Marina Village saw a suspension rate of 1.8% which is an increase of 0.5%.

School and Student Performance Data

Academic Performance English Language Arts

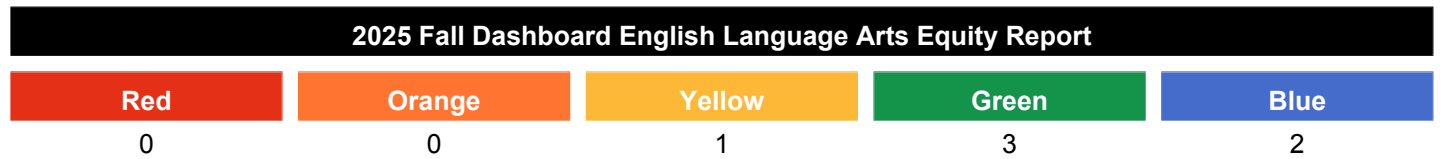
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Blue 51.4 points above standard Maintained 1.3 points 715 Students	English Learners  No Performance Color 32.1 points above standard Declined 18.8 points 28 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged  Blue 37.1 points above standard Increased 31.9 points 96 Students

Students with Disabilities  Yellow 34.4 points below standard Increased 26.3 points 91 Students	African American  No Performance Color 1.5 points above standard 15 Students	American Indian  No Performance Color 0 Students
Asian  Green 80.8 points above standard Declined 14 points 66 Students	Filipino  No Performance Color 41.9 points above standard Declined 16.3 points 13 Students	Hispanic  Green 14.6 points above standard Declined 10.2 points 94 Students
Two or More Races  Green 79.8 points above standard Declined 4.4 points 38 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	White  Blue 53.1 points above standard Increased 6.3 points 483 Students

Conclusions based on this data:

- Overall Performance**
The English Language Arts Performance Indicator demonstrates that in the All Students categories, with the exception of the Students with Disabilities category, students scored at the BLUE or GREEN levels based on state criteria for the 2024-25 school year. In the category of Students with Disabilities, students scored in the YELLOW. It can be concluded that Marina Village maintains a high standard of performance on the state language arts assessment.
- | Student | Group | Performance |
|--|--|--|
| The English Language Arts Data Comparisons for Socioeconomically Disadvantaged and Students with Disabilities indicate that: | | |
| | Socioeconomically Disadvantaged Students | scored in the BLUE performance level, which is 37.1 points above standard. This is based on the data for 96 students. |
| | Students with Disabilities | scored in the YELLOW performance level, which is 34.7 points below standard. This is based on the data for 91 students. This is a 25-point improvement from 2023-24. |
| | English Learners | did not receive a performance color but performed 32.1 points above standard. This is based on 6 English learners and 22 reclassified English learners. |

It can be concluded that students with disabilities struggle to perform academically at a much greater degree than their peers on the state language arts assessment, but showed improvement from the prior year.
Race/Ethnicity	Group	Performance
The English Language Arts Performance by Race/Ethnicity Indicator demonstrates that:		
	Students in the Asian Student Group	scored in the GREEN performance level, at 80.8 points above standard. This is based on the data for 66 students.

- Students in the Hispanic Student Group scored in the GREEN performance level, at 14.6 points above standard. This is based on the data for 94 students.
- Students in the Two or More Races Student Group scored in the GREEN performance level, at 79.8 points above standard. This is based on the data for 38 students.
- Students in the White Student Group scored in the BLUE performance level, at 53.1 points above standard. This is based on the data for 483 students.

It can be concluded that while there was a slight decline in performance in most categories, students statistically maintained their high level of performance on the state language arts assessment. In many reportable categories, Marina Village does not have enough students in those populations to trigger report data.

School and Student Performance Data

Academic Performance Mathematics

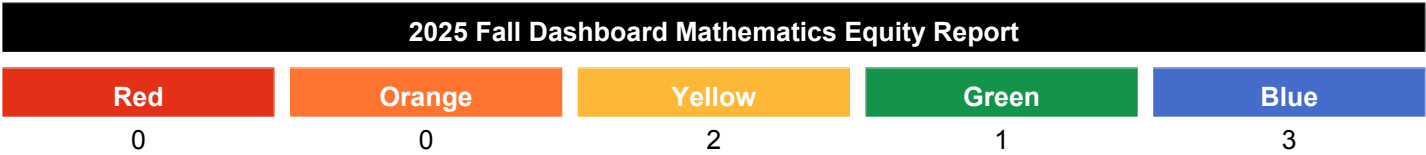
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Blue 35.8 points above standard Increased 6.5 points 715 Students	English Learners  No Performance Color 15.8 points above standard Declined 9.6 points 28 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged  Blue 7.5 points above standard Increased 44 points 96 Students

Students with Disabilities  Yellow 64.3 points below standard Increased 5.9 points 91 Students	African American  No Performance Color 2.8 points above standard 15 Students	American Indian  No Performance Color 0 Students
Asian  Green 71 points above standard Declined 15.7 points 66 Students	Filipino  No Performance Color 24.6 points above standard Declined 17.8 points 13 Students	Hispanic  Yellow 18.9 points below standard Declined 13.5 points 94 Students
Two or More Races  Blue 66.5 points above standard Increased 8.8 points 38 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	White  Blue 39.3 points above standard Increased 12.3 points 483 Students

Conclusions based on this data:

- Overall Performance**
The Mathematics Performance Indicator demonstrates that in the All Students category, students scored at the BLUE level based on state criteria for the 2024-25 school year. It can be concluded that Marina Village maintains a high standard of performance on the state math assessment.
- | Student | Group | Performance |
|--|--|-------------|
| The Mathematics Data Comparisons for Socioeconomically Disadvantaged and Students with Disabilities indicate that: | | |
| • | Socioeconomically Disadvantaged Students scored in the BLUE performance level, which is 7.5 points above standard. This is based on the data for 96 students. This represents a 40-point improvement from 23-24. | |
| • | Students with Disabilities scored in the YELLOW performance level, which is 64.3 points below standard. This is based on the data for 91 students. | |
| • | English Learners did not receive a performance color but performed 15.8 points above standard. This is based on 6 English learners and 22 reclassified English learners. | |
| It can be concluded that Students with Disabilities struggle to perform academically to a much greater degree than their peers on the state math assessment. | | |
Race/Ethnicity	Group	Performance
The Mathematics Performance by Race/Ethnicity Indicator demonstrates that:		
•	Students in the Asian Student Group scored in the GREEN performance level, at 71 points above standard. This is based on the data for 66 students.	
•	Students in the Hispanic Student Group scored in the YELLOW performance level, at 18.9 points below standard. This is based on the data for 94 students.	

- Students in the Two or More Student Group scored in the BLUE performance level, at 66.5 points above standard. This is based on the data for 38 students.
- Students in the White Student Group scored in the BLUE performance level, at 39.3 points above standard. This is based on the data for 483 students.

It can be concluded that English learners and reclassified English Learners performed as well as or better academically than their peers on the state math assessment. It can be concluded that Hispanic Students struggle to perform academically to a greater degree than their peers on the state math assessment. In many reportable categories, Marina Village does not have enough students in those populations to trigger report data.

School and Student Performance Data

Academic Performance Science

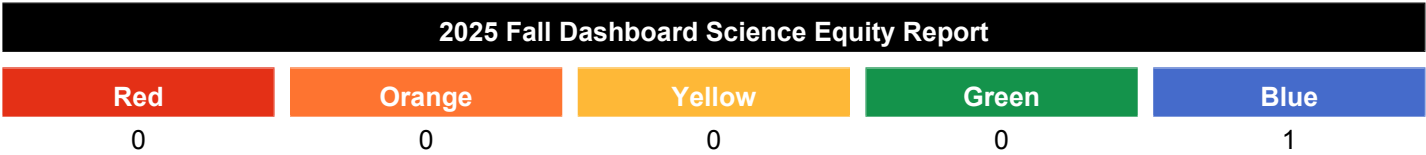
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Blue 70.2 science points Increased 3.9 points 264 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  No Performance Color 65.2 science points Increased 15.4 points 44 Students

Students with Disabilities  No Performance Color 53.3 science points Increased 10.2 points 33 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 72.1 science points Declined 4.7 points 25 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  No Performance Color 65.4 science points Increased 3.7 points 38 Students
Two or More Races  No Performance Color 79.2 science points 17 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  Blue 70.6 science points Increased 5.6 points 170 Students

Conclusions based on this data:

- Overall Performance**
The Science Performance Indicator demonstrates that in the All Students category, students scored at the BLUE level based on state criteria for the 2024-25 school year. It can be concluded that Marina Village maintains a high standard of performance on the state science assessment.
- | Student | Group | Performance |
|--|-------|-------------|
| The Science Data Comparisons for Socioeconomically Disadvantaged and Students with Disabilities did not receive a performance color this year. The number of points in relation to the standard indicates that: <ul style="list-style-type: none"> Socioeconomically Disadvantaged Students scored 65.2 points above standard. This is based on the data for 44 students. Students with Disabilities scored 53.3 points above standard. This is based on the data for 33 students. English Learners did not receive a performance color or points above in relation to the standard due to the low number of students. This is based on fewer than 11 English learners. It can be concluded that Students with Disabilities and Socioeconomically Disadvantaged Students performed at a high level on the state science assessment. | | |
Race/Ethnicity	Group	Performance
The Science Performance by Race/Ethnicity Indicator demonstrates that: - Students in the Asian Student Group scored 72.1 points above standard. This is based on the data for 25 students. - Students in the Hispanic Student Group scored 65.4 points above standard. This is based on the data for 38 students. - Students in the Two or More Student Group scored 79.2 points above standard. This is based on the data for 17 students.		

- Students in the White Student Group scored 70.6 points above standard. This is based on the data for 170 students. Students in the White category received a Blue performance rating.

It can be concluded that Students in the Race/Ethnicity Groups performed at a high level on the state science assessment.

In many reportable categories, Marina Village does not have enough students in those populations to trigger reporting data.

School and Student Performance Data

Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color making progress. Number Students: 4 Students	 No Performance Color making progress. Number Students: 1 Student

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.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

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

School and Student Performance Data

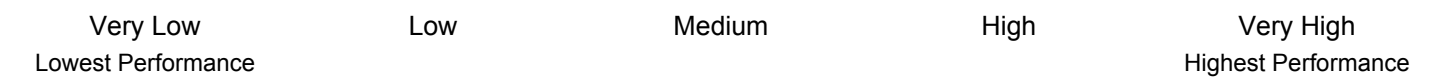
Academic Performance College/Career Report

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. This page is not applicable for middle schools.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Green

4.7% Chronically Absent

Declined 1.4

761 Students

English Learners



No Performance Color

Fewer than 11 students - No Data for Privacy

7 Students

Long-Term English Learners



No Performance Color

Fewer than 11 students - No Data for Privacy

4 Students

Foster Youth



No Performance Color

0 Students

Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

3 Students

Socioeconomically Disadvantaged



Green

6.9% Chronically Absent

Declined 8.9

102 Students

Students with Disabilities  Green 8.2% Chronically Absent Declined 3.3 98 Students	African American  No Performance Color 13.3% Chronically Absent 0 15 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Green 3% Chronically Absent Maintained 0 66 Students	Filipino  No Performance Color 7.7% Chronically Absent Declined 1.4 13 Students	Hispanic  Green 4% Chronically Absent Maintained 0.1 101 Students
Two or More Races  Blue 0% Chronically Absent Maintained 0 40 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	White  Green 4.6% Chronically Absent Declined 2.6 517 Students

Conclusions based on this data:

- Overall Performance**
The Chronic Absenteeism Indicator demonstrates that in the All Students category, students scored at the GREEN level of attendance as 4.7 percent of students out of a total of 761 students were considered chronically absent based on state criteria for the 2024-25 school year. This is an improvement of 1.4% from the previous year. It can be concluded that Marina Village has a strong attendance rate. This is a relative strength when compared to the state attendance rate.
- Student Groups**
 - The Chronic Absenteeism Indicator demonstrates that the Socioeconomically Disadvantaged Group scored at the GREEN level with 6.9% of students who were considered chronically absent based on state criteria for the 2024-25 school year. This is an improvement of 8.9% and is based on 102 students. This totals seven students who would be considered chronically absent.
 - The Chronic Absenteeism Indicator demonstrates that the Students with Disabilities Group scored at the GREEN level as 8.2% of students were considered chronically absent based on state criteria for the 2023-24 school year. This is an improvement of 3.3% and is based on 98 students. This totals eight students who would be considered chronically absent.
It can be concluded that all student groups maintained or improved their attendance from the prior.
- Race/Ethnicity**
The Chronic Absenteeism Indicator in the Race/Ethnicity category demonstrates the following:
 - Students in the Two or More Races Student Group scored at the BLUE level as 0 percent of students out of a total of 40 students were considered chronically absent based on state criteria for the 2024-25 school year.

- Students in the Asian Student Group scored at the GREEN level, with 3% of students out of a total of 66 students considered chronically absent based on state criteria for the 2024-25 school year.
- Students in the Hispanic Student Group scored at the GREEN level, with 4% of students out of a total of 101 students considered chronically absent based on state criteria for the 2024-25 school year.
- Students in the White Student Group scored at the GREEN level, with 4.6% percent of students out of a total of 517 students considered chronically absent based on state criteria for the 2024-25 school year.

It can be concluded that all student groups, races, and ethnicities maintained or improved their attendance from the prior year.

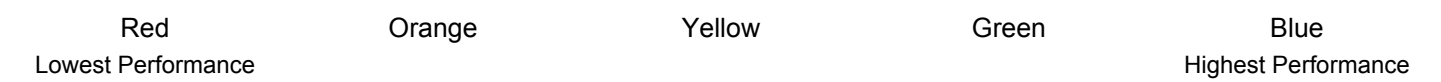
School and Student Performance Data

Academic Engagement Graduation Rate

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This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. This page is not applicable for middle schools. However, 99.6% of students were able to participate in promotion activities in the 2024-25 school year. Only one student was ineligible to participate at promotion.

School and Student Performance Data

Conditions & Climate Suspension Rate

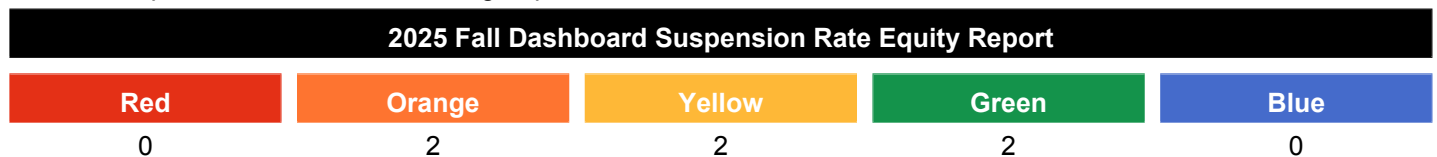
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 1.8% suspended at least one day Increased 0.5% 766 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged  Yellow 2.9% suspended at least one day Maintained 0.1% 103 Students

Students with Disabilities  Yellow 2% suspended at least one day Increased 0.9% 98 Students	African American  No Performance Color 6.7% suspended at least one day 15 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Green 1.5% suspended at least one day Maintained 0% 66 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 13 Students	Hispanic  Orange 2.9% suspended at least one day Increased 1.9% 104 Students
Two or More Races  Orange 2.5% suspended at least one day Increased 2.5% 40 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	White  Green 1.2% suspended at least one day Declined 0.4% 519 Students

Conclusions based on this data:

- Overall Performance**
The Suspension Rate Indicator demonstrates that in the All Students category, students scored at the YELLOW AND ORANGE except for our Asian and white students, who are in the GREEN. The overall suspension level was at 1.8 percent of students out of a total of 766 students who were suspended at least one day during the 2024-25 school year. This represents 14 students. This is an increase of four students from the previous year. This scoring is based on state criteria.
It should be noted that if the 2023-24 year's suspension rate was at 1.8% and it remained at 1.8% for the 2024-25 school year, Marina would have been in the green category per the state criteria. It can be concluded that Marina Village continues to have a low suspension rate among all students.
- Student Group Performance**
 - The Suspension Rate Indicator demonstrates that the Students with Disabilities Student Group scored at the YELLOW level, as 2% of students out of a total of 98 students were suspended at least one day during the 2024-25 school year. This represents 2 students. This scoring is based on state criteria.
 - The Suspension Rate Indicator demonstrates that the Socioeconomically Disadvantaged Student Group was maintained in the YELLOW level, as 2.9% of students out of a total of 103 students were suspended at least one day during the 2024-25 school year. This represents 3 students. This scoring is based on state criteria.
It can be concluded that Marina Village continues to have a low suspension rate among all student groups.
- Race/Ethnicity**
The Suspension Rate Indicator in the Race/Ethnicity category demonstrates the following

- Students in the Asian Student Group scored at the GREEN level, as 1.5% of students out of a total of 66 students were suspended at least one day during the 2024-25 school year. This represents one student. This scoring is based on state criteria.
- Students in the Hispanic Student Group scored at the ORANGE level, as 2.9% of students out of a total of 104 students were suspended at least one day during the 2024-25 school year. This represents 3 students and is an increase of 2 students in this category from the previous year. This scoring is based on state criteria.
- Students in the Two or More Races Student Group scored at the ORANGE level, as 2.5% of students out of a total of 40 students were suspended at least one day during the 2024-25 school year. This represents 1 student. This scoring is based on state criteria.
- Students in the White Student Group scored at the GREEN level, as 1.2% of students out of a total of 519 students were suspended at least one day during the 2024-25 school year. This represents 6 students and is a decline of 2 students. This scoring is based on state criteria.

It can be concluded that Marina Village continues to have a low suspension rate across all races and ethnicities.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Educational Services

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A review of the California School Dashboard and local data reveals areas requiring significant improvement, particularly among specific student groups and performance indicators. While Marina Village's scores are strong compared to neighboring schools and state indicators, students have still not returned to their pre-pandemic levels of performance in math.

The following steps are being taken to address the areas identified:

In addition to providing a quality curriculum, the staff is taking collaboration time to analyze student performance and make adjustments to improve instruction. A Tier II team has been established to review student progress, determine if students need accommodations or intervention services, and to connect students with those services. The district has provided online tutoring access to all students and the site has provided after-school homework help for students who are struggling in their classes. Staff is also receiving Universal Design for Learning training, along with starting the early stages of a math curriculum adoption.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Results	In the spring of 2025, 74.17% of Marina Village students met or exceeded standards on the language arts portion of the CAASPP test. This is a decline of 1% from the last reported result in the 2023-2024 (75.2%) school year. In the spring of 2025, 65.52% of Marina Village students met or exceeded standards on the math portion of the CAASPP test. This is an increase of 1.84% from the last reported result in the 2023-2024 (63.68%) school year In the spring of 2025, 66% of Marina Village eighth-grader students met or exceeded standards on the science CAST test. This is an 9% increase from the last reported result in the 2023-2024 (57.1%) school year. Goal Not Met in Language Arts Goals Nearly met in Math. Goals Met in Science	We have a goal to increase our school-wide performance by 2% in language arts, 2% in math, and 2% in science by the end of the school year.
Accelerated Reader (AR STAR Reading Inventory)	In the fall of 2025, the following percentages of students were At or Above, On Watch, Intervention, or Urgent Intervention on the district benchmark levels at the start of the school year. These levels show a steady level or high performance from the start of the previous school year, and that students continue to move out of the urgent intervention range. While reading performance has remained consistent, we did not grow by our goal of 1% improvement so this Goal is Not Met. At or Above Benchmark - 81% (82% in 2024) On Watch - 15% (12.7% in 2024) Intervention - 3.6% (3.8% in 2024) Urgent Intervention - 0.6% (1% in 2024) Based on this data, compared to the year, Marina Village students declined by 1% in the At or Above benchmark level. Students in the Intervention or Urgent Intervention also declined, demonstrating improvement for students in these categories. Of the 7 students who make up the Urgent Intervention area, all are receiving Tier	We have a goal to improve our percentage of students performing at or above the benchmark by 1% by the end of the school year.

	II intervention services or specialized academic instruction. Goals Met.	

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	1.) Alignment of Instruction and Content Standards Marina Village Middle School will utilize district-adopted, standards-aligned language arts, science, and math curriculum, and California Standards instruction will be supplemented with a variety of resources as needed. Students will continue to participate in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through guided reading techniques. Sadlier workbooks will be purchased and used to strengthen vocabulary and enhance the adopted curriculum. Students will participate in Step Up to Writing Common Core Edition, C.E.R. (Claim Evidence and Reasoning), and R.A.C.E.S. (Restate, Answer, Cite, Explain, Summarize) activities designed to address all stages of the writing process. Students will improve their writing skills through these programs. Accelerated Reader is a program to assess student reading comprehension and teachers use the data to assess student growth in reading. All grades will have access to IXL for Math and writing instruction. Teachers will continue to implement the Next Generation Science Standards (NGSS) into their instruction using our adopted instructional science materials: STEM Scopes (7th & 8th) and Amplify (6th).	All Students	District Funded 5000-5999: Services And Other Operating Expenditures IXL - This is a math and language arts program that provides students with online practice of previously taught concepts. It also provides assessment data for conceptual understanding. Teachers will have this program available at all grade levels and in special education classes as a general education curriculum. Last year, student answered more than 1,330,000 math problems in IXL as part of their math practice. \$7,000 District Funded 4000-4999: Books And Supplies Purchase grade 6-8 Sadlier Vocabulary workbooks. A direct correlation between universal teacher usage of the Oxford-Sadlier Vocabulary program, which includes reading comprehension materials, and an increase in reading Lexile scores has been seen as grade-level cohorts progress through Marina. We anticipate a similar trend will be shown as we receive more data from our new reading program. Overall, students showed positive growth in their reading levels as reported by our Accelerated Reader Star test assessment. At or Above Benchmark - 82.5% (75% in 2023) On Watch - 12.7% (13.3% in 2023) Intervention - 3.8% (8.1% in 2023)

			Urgent Intervention - 1% (3.5% in 2023) \$7,225 is the district cost District Funded 5000-5999: Services And Other Operating Expenditures Accelerated Reader Program to measure student progress in reading comprehension. Last year, students read more than 362,455,394 words as reported through their AR quizzes. Accelerated Reader Star test assessment. At or Above Benchmark - 81% (82% in 2024) On Watch - 15% (12.7% in 2024) Intervention - 3.6% (3.8% in 2024) Urgent Intervention - 0.6% (1% in 2024)
1.2	2.) Improvement of Instructional Strategies and Materials Marina Village Middle School will utilize proven instructional methods, Multi-Tiered Systems of Support MTSS) which includes but is not limited to, Universal Design for Learning (UDL), Response to Intervention (RtI), and Designated and Integrated English Language Development Strategies. Frequent formative assessments will be used to identify students in need of academic intervention such as the Interim Assessment Blocks (IAB and FIAB), Accelerated Reader Star Tests for Lexile measurement, and IXL diagnostics for math and language arts performance. IXL for math will be used as benchmark assessments. IXL diagnostics will also start being used for Language Arts. Enrichment opportunities, embedded within the school day and after school, will be provided to increase student engagement and assist students in advancing their learning. In addition to the enrichment opportunities, materials will be provided to improve and enhance student production such as science lab materials, PE equipment, Library books, and additional supplemental materials to enhance differentiation strategies. In addition, students will have access to technology, including Chromebooks, and various computer programs that will be used to engage students further and extend students' ability to access content and	All Students	20,000 LCFF 4000-4999: Books And Supplies Supplies: Purchase of materials office and classroom supplies including copy paper. Amazon, Staples, Quill District Funded 5000-5999: Services And Other Operating Expenditures Copier maintenance and copy costs. 7,400 4,100 LCFF 4000-4999: Books And Supplies Science Lab Supplies 1,042 LCFF 4000-4999: Books And Supplies Library: Provide purchase of additional books for the library and Battle of the Books which is a multi-school competition where students read novels and compete by answering

	demonstrate understanding. Paper and copier costs are also captured in this strategy. Marina Village Middle School will supplement that curriculum with tools and content that are in addition to the adopted materials. These include grade-level articulation meetings, differentiation planning meetings during collaboration time, a Tier I and Tier II student intervention team, and vertical teaming meetings with the high school to enhance teachers' instructional strategies. Observations and evaluation procedures to provide feedback for teachers will also improve instructional performance.		questions about their knowledge of the books. This expense is the cost of the books. 3,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 5000-5999: Services And Other Operating Expenditures Planners: Purchase student planners for all students. 5,400 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies Funding for additional classroom supplies. \$150 per teacher
1.3	3.) Extended Learning Time, Opportunities, and Support Services Marina Village will extend learning time, educational opportunities, and support services for students. Some of the support services include a co-teaching model between our 7th-grade math and 8th-grade language arts classes and our special education department. Marina Village also provides differentiated instructional opportunities for English Language Learners, along with collaboration opportunities to support teachers in modifying the curriculum for EL students. In addition, teachers integrate language arts and math skills across social studies, history, and science classes. Marina Village will also continue engaging students in a variety of strategies to support student learning, such as DBQ (Document-Based Question), Socratic Seminars, and DOK (Depth of Knowledge) questioning strategies. Marina Village provides a Homework Club, which allows students to receive help with homework from teachers and staff after school twice a week. Marina also provides three study skills classes for students as a Tier II intervention in place of an elective to provide academic support for 6th-8th-grade students. A student intervention team consisting of administration, teachers, counselors, a psychologist, and district personnel meets regularly to review student academic, behavioral, and attendance progress. This team will also continue to support the Tier II intervention programs. Marina Village continues to provide educational opportunities through our elective programs, such as Music, Art, World Language, Technology, and	All Students	500 LCFF 5000-5999: Services And Other Operating Expenditures Computer program subscriptions to enhance the curriculum in the classroom and through distance learning: WeVideo, Blooket, Pear Deck, Kahoot, GimKit, Blooket, Etc. 5,040 LCFF 1000-1999: Certificated Personnel Salaries These funds are allocated for our stipend positions that provide co-curricular and extracurricular groups: Music Director Yearbook Coordinator SST Coordinator District Funded 1000-1999: Certificated Personnel Salaries Homework Club and Academic Intervention: After-school intervention classes will be made available for students to get academic support. (Classified and Certificated). \$7,500 7,000 Donations 5000-5999: Services And Other Operating Expenditures

	Yearbook classes. Students have access to a wide variety of entry-level and advanced-level options in each of these areas and will be able to participate in performances and productions. Supporting these programs by providing professional development and substitutes allows greater depth and richness to the instruction. Also, study skills classes are provided at each grade level to assist students who are struggling in the classes. Co-teaching classes are available in the 8th grade, where an education specialist works and teaches in the class alongside the teacher of record. In addition, Marina Village provides space and support for after-school enrichment programs in a variety of areas that are sponsored by our Parent Teacher Committee. Guest speakers and field trips for our Spanish, history, and music classes are also among the tools Marina Village uses to expand our educational opportunities. Marina Village students also have access to various athletics and clubs. Students may participate in after-school athletics, which are comprised of our cross country team, volleyball, basketball, soccer, and track teams. Students also have the option of joining a number of on-campus and off-campus clubs as a way to help students connect and contribute to the school.		Ancient Artifacts presenters will continue to provide 4 historical presentations per school year to our sixth-grade history classes. 13,557 Prop 28 4000-4999: Books And Supplies Choir, Music, Art, and Theater supplies for our art classes through Proposition 28 funding. 8,175 Prop 28 2000-2999: Classified Personnel Salaries Choir Club will be offered to expand student art engagements through Proposition 28 funding. 21,979 Prop 28 1000-1999: Certificated Personnel Salaries Art, Music, and Theater Clubs will be offered to expand student art engagements through Proposition 28 funding. 19,537.00 Prop 28 1000-1999: Certificated Personnel Salaries Adding 5 day a week Jazz ensemble through Proposition 28 funding. 25,422.00 Prop 28 1000-1999: Certificated Personnel Salaries 3D Design Classes through Proposition 28 funding.
1.4	4.) Staff Development and Professional Collaboration (Specific to Instruction) Marina Village will ensure that staff members responsible for providing and overseeing instruction, including certificated teachers, classified support specialists, and site administrators, are afforded opportunities to receive up-to-date training on best instructional practices (see Goal 1, Strategy 2). Partnerships with the El Dorado County Office of Education will provide opportunities for professional development and communities of practice. Site and Title II funds typically provide staff opportunities to attend professional development training, including UDL (Universal Design for Learning), PBIS (Positive Behavior Interventions and Support), Science Conference, Writing Workshop, and more.	All Staff	10,000 Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures Various Teacher Training in PBIS, Writing, and Universal Design for Learning, etc. will be provided. In addition, a science teacher will attend the National Science Teacher Association conference and report back to colleagues.

	Early Release Wednesdays will enable professional collaboration among grade levels and academic departments to ensure that staff have the time needed to engage in professional growth, conduct an analysis of student performance and discipline data, and develop instructional strategies to best meet students' needs. Additional collaboration meetings will be held to specifically look at addressing instructional strategies that the teachers are most interested in exploring. Teachers will also work through a number of instructional strategies and will be provided with materials for that instruction. Marina Village will continue to provide staff opportunities to collaborate with other educational professionals outside of our site during our collaboration time. Math teachers will be provided the opportunity to work with the high school teachers to analyze the sequence of content instruction and to discuss the preparation of incoming freshmen students. Physical education, science, and music teachers will have the opportunity to collaborate with other area middle schools.		
1.5	5.) Involvement of Staff, Parent, and Community Marina Village will involve staff, parents, students, and community members in school activities and planning sessions. Parents, students, and staff will have the opportunity to participate on the School Site Council and be a part of the decision-making process. On-site climate and leadership councils, comprised of teachers and administration, will work to promote activities and shape school policy. Additionally, all teachers, classified employees, parents, and a diverse group of students will have the opportunity to represent our school and provide input on the school district's Local Control Accountability Plan. Progress reporting and report cards, along with Jupiter grades, will provide additional communication for parents about student progress. Parent-teacher conferences and student study teams will also communicate progress to parents of struggling students. Parents of English learners will be invited to participate in the District English Language Advisory Committee (DELAC) or our school site's English Language Advisory Committee (ELAC). Stakeholders will be informed about opportunities to participate through our school's website, newsletters, social media, and other forms of communication. The school will support the Parent Teacher Committee (PTC) to bring about enhancements to school programs.	All Students	District Funded None Specified Marina Village continues to provide and improve its weekly communication by utilizing a platform that is easily accessible and read on a phone. The messaging system provides text message notifications about upcoming events. Marina Village averages 89% opened weekly email and text messages to over 1,200 parents and guardians contacts. Electronic marque is used to provide community and parent messages. District Funded None Specified Using the Jupiter Grades system, staff will identify positive behavior by students and will be sending messages to students and parents of those students. The goals is to promote the positive actions of our students and to celebrate those students.
1.6	6.) MTSS Intervention	Specifically identified students including at risk students.	District Funded

	Teachers, along with a Tier II Assessment team, will review student performance data. When a need is realized, support will be provided using materials shown to be effective in addressing academic deficits. In addition, teachers will utilize in-class formative assessments provided by the adopted curricula to monitor student progress. In addition, a Tier II intervention class will be provided at each grade level to remediate and reinforce instruction for students identified through assessment and class performance.		1000-1999: Certificated Personnel Salaries Study skills classes at each grade level. These classes are built into the schedule, equate to a .6 teacher position, and are built into the master schedule. \$60,000

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The implementation of the strategies showed static performance in English Language Arts and increases in Math and Science performance. In the spring of 2025, 74.17% of Marina Village students met or exceeded standards on the language portion of the CAASPP test. This is a decline of 1% from the last reported result in the 2023-2024 school year. 65.52% of Marina Village students met or exceeded standards on the math portion of the CAASPP test. This is an increase of 1.84% from the last reported result in the 2023-2024 school year. 66% of Marina Village eighth-grade students met or exceeded standards on the science CAST test. This is a 9% increase from the last reported result in the 2023-2024 school year. Marina students also showed increases in Lexile level performance as more students have moved out of the Urgent Intervention Range, as demonstrated through their Accelerated Reader Star Test results:

At or Above Benchmark - 81% (82% in 2024)
On Watch - 15% (12.7% in 2024)
Intervention - 3.6% (3.8% in 2024)
Urgent Intervention - 0.6% (1% in 2024)

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The site spent about about \$7,000 less than budgeted across all activities. This is due to being more conservative in our spending in these areas and setting aside slightly more funds than were required in many areas. Looking at individual areas, no material differences between the proposed expenditures and the estimated actual expenditures occurred. Small changes in each area added up to approximately \$7,000 less money spent for goal 1.

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.

Goals, outcomes, and metrics will remain the same and to remain consistent with the district LCAP. The study skills intervention classes will continue to be provided in the 6th, 7th, and 8th grade classes. The site will continue to implement a Tier I and Tier II intervention team to review and take action on academic, attendance, behavioral, or social emotional challenges that students may be experiencing.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Safe, clean, student-centered learning environments.

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 to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A review of the California School Dashboard and local data reveals areas requiring significant improvement, particularly among specific student groups and performance indicators.

The following steps are being taken to address the areas identified: All of the survey data for our environments yielded very strong results. Areas of need that can be improved based on the dashboard include the chronic absenteeism (6.1%) and suspension (1.3%) rates of our socioeconomically disadvantaged students. While the chronic absenteeism rate can be improved upon as it represents 8 students, the suspension rate only represents the suspension of 2 students. The other area is where students feel that there is an adult on campus who cares about them. To combat absenteeism, the school will be sending weekly notifications and initiating a district SARB-style hearing for students who are tardy and absent. In the areas of suspension and caring adults, a Wellness Center with a part-time therapeutic counselor has been provided to students to receive support and guidance. In addition, new uniforms and equipment will be purchased for our sports teams to instill a sense of pride and acknowledgment by the school for the efforts of our athletes.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2025-26 RUSD Culture and Climate Student Survey	The RUSD Culture and Climate Survey was administered in the Fall of 2025. 693 students participated in the survey. The survey indicated the following: 88.8% of students surveyed feel safe or very safe at school. This is a decline of 3.9 % from the previous year. 92.5% of students agree or strongly agree that they feel a part of the school. This is an improvement of 0.8% from the previous year. 85.9% of students feel that it is very true or pretty much true that there is an adult at school who cares about them. This is a decline of 1.3% from the previous year. 97.3% of students feel connected to at least two friends at school. This is a decline of 1.2% 95.8% of students feel safe on the way to and from school. This is an improvement of 0.3%	Marina Village always has the goal for all students to feel safe, to be a part of the school, and that there is an adult who cares about them, the percentages from the survey are very high. As such, our target goal is to maintain or improve the percentages indicated in the survey as possible in the 2024-25 school year.
2024-25 RUSD Culture and Climate Parent Survey	2025 Results 92.4% of parents surveyed agree/strongly agree that Marina Village is a safe place for their children. This is the same as the previous year. 92.4% of all parents surveyed agree/strongly agree that Marina Village has adults who really care about students. This is an improvement of 5% from the previous year.	Marina Village has the goal of maintaining the percentage of parents who agree or strongly agree that Marina is a safe place for their children and that staff care about students. Our target goals are to maintain or improve the percentages indicated in the survey as much as possible in the 2025-26 school year.
24/25 Suspension Data	The 2024-2025 suspension rate was 1.8% of unduplicated students suspended during the school year. This is a 0.5% increase over the prior year. This goal was met from the previous year as we have maintained a suspension rate lower than 2%.	Marina Village has the goal to maintain the percentage of unduplicated students who were suspended to 2% or lower in the 2025-26 school year.
24/25 Absentee Rate	The 2024-2025 absentee rate was 4.7% of unduplicated students absent more than 10% of the school year. This is an improvement of 1.4%. This goal was met from the previous year by 1.3%.	Marina Village has the goal to maintain the percentage of unduplicated students who are chronically absent to below 5% in the 2024-25 school year.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	1.) School Safety Marina Village will work to ensure that all students and staff are safe on campus. All employees and students will regularly participate in emergency preparedness drills and the staff will be proficient with the use of the Catapult Emergency Response system. Leadership and site safety teams will work with district officers to review and refine procedures after each drill. Students and parents will be provided with lessons on digital citizenship and online safety. All students will participate in Red Ribbon activities designed to educate children about the dangers of drug and alcohol abuse, and students in grades 7 and 8 will receive sexual health education as prescribed by law. All staff will be appropriately trained in Child Abuse Mandated Reporter requirements, Sexual Harassment Prevention, Pest Control, Bloodborne Pathogens for School Employees, Stop the Bleed Training, Adult Sexual Misconduct, Title IX and other training. Safety Protocols and processes will be in place to ensure that visitors to the campus are appropriately supervised and volunteers are fingerprinted and background checks are conducted. Facility inspection reports will be used to determine additional areas to improve safety and the School Site Safety Team will work with stakeholders to develop an annual Comprehensive Safety Plan. Marina Village will continue to update safety manuals and procedures as new information and strategies for student safety become available.	All Students and Staff	4,766 LCFF 2000-2999: Classified Personnel Salaries One Additional Hour of Secretarial Support to manage athletic paperwork, and daily student and family office support. District Funded 2000-2999: Classified Personnel Salaries Crossing Guards \$8,500 0.00 None Specified None Specified CyberSafety Presentation for Parents and Students. 11/19 and 11/20. 350 LCFF 4000-4999: Books And Supplies Drug Prevention Lunch Time Assembly. Snacks for those who attend. 10/27.
2.2	2.) School Climate and Community Building Marina Village will work to ensure that all students feel connected to the school and that their social, emotional, and behavioral needs are met. The Positive Behavioral Interventions and Supports (PBIS) framework will be used to create systems that teach students appropriate behaviors for locations throughout the school. The school's Tier I team (PBIS) will develop tiered interventions to reward positive behaviors and respond to challenging conduct. Those rewards include an end-of-the-trimester awards ceremony, mustang of the week drawings, student break activities, 100 merit recognition activities, and new student pizza lunches along with other reward systems that will be developed throughout the year. Trauma-informed practices will be studied and used to help de-escalate trauma-induced or trauma-influenced behaviors as well as engage detached or hypo-aroused students. A school counselor will be	All Students	8,680 LCFF 1000-1999: Certificated Personnel Salaries These funds are allocated for our stipend positions that provide clubs, sports, leadership groups, and culture and climate activities: ASB Bookkeeper - \$850 Athletic Director - \$1,850 Climate Committee - \$1,500 Honor Society \$400 Student Council Advisor \$1,600 WEB Advisor - \$1,500 Intervention Coordinator - \$500 After School Club Advisors \$480

	available five days per week to assist students with mental health needs. Individual counseling, small group sessions, and whole-class instruction will be provided. The counseling room is also set up to receive students who need a quiet and safe place to regulate their emotions. Staff will also be provided with tools to identify students who are at risk and in need of intervention. Incoming sixth-graders will be provided with a middle school Aloha Day orientation activities to assist with the transition to middle school. In addition, Marina Village will begin implementing the Character Strong Curriculum with our students to promote connection. Marina Village will also provide anti-bullying presentations to 6th, 7th, and 8th-grade students, information about bullying legislation, and how students can respond when they see bullying or if they are bullied themselves. "Red Ribbon Week" will also be supported to remind students about the dangers of drug and alcohol use. Students will also be provided with "Can We Talk" slips that allow them to access administration and counseling staff. In addition, we will implement our PBIS program to provide students with explicit directions about behavior expectations and rewards for those behaviors. The WETIP communication program will also be updated to a more user-friendly format, and students will be trained on how to submit a report. A school Wellness Center will be created in partnership with Summit View. A counselor will be available for therapeutic counseling for students with parental permission. Physical education attire is provided for students in need to ensure they are equipped for participation in classes. This support fosters student comfort and readiness, promoting a sense of belonging and enhancing school connectedness and spirit through a shared sense of community.		4,171 LCFF 4000-4999: Books And Supplies Funding for PBIS Rewards, WEB activities, and 100 Merit Awards. Additional week-long drawings to correspond with Red Ribbon Week and CAASPP testing. This also includes funding the cost of posters and video production for our PBIS behavior instruction. 260 Donations 4000-4999: Books And Supplies Accelerated Reader - Million Word Prizes 9,000 Donations 4000-4999: Books And Supplies Shorts and shirts are purchased for students to participate in PE. 18,000 LCFF 2000-2999: Classified Personnel Salaries Athletic Coach Stipends: Volleyball - \$4,800 Cross Country - \$3,000 Track - \$3,000 Basketball - \$4,800 Soccer - \$2,400 1,000 Donations 4000-4999: Books And Supplies New Student Orientation and Aloha Day (WEB) 6,000 Donations 5800: Professional/Consulting Services And Operating Expenditures Guest speaker - Mister Brown. He will speak to all students in an assembly and provide a message about making good choices and kindness.
2.3	3.) Staff Collaboration & Professional Development Marina Village will provide teachers and classified support staff with professional development to continually improve school climate and academic	All Staff	350 LCFF 4000-4999: Books And Supplies

	improvement. Topics will continue to include Social Emotional Learning (SEL), Trauma-Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Where Everyone Belongs (WEB), Mindfulness, Growth Mindset, Writing, Artificial Intelligence in Education, Physical Fitness PD, etc..Time will be provided to teachers on Early Release Wednesdays, as well as at other times, to collaborate around school climate and develop and/or refine systems that improve school culture. Staff will also have the opportunity to collaborate as verticle teams on campus as well as with grade levels above and below what we have at Marina Village.		Most materials for collaboration and professional development will be provided digitally. These funds will provide for text and other materials to support the trainings. 1,200 LCFF 1000-1999: Certificated Personnel Salaries Providing substitutes for team collaboration and professional development. For example, co-teaching classes, discipline articulation etc.About 5 sub days.
2.4	4.) Wellness Center Marina Village continues to provide a Wellness Center for students. The Wellness Center is staffed in collaboration with Summit View, which provides therapeutic counseling services to students on campus during and after the school day. Suicide Prevention Presentations by the counselor		None Specified None Specified Summit View staffs the Wellness Center where parents can approve therapeutic counseling for their students.

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Based on the maintenance in the suspension rate (1.8%) and chronic absenteeism rate (4.7%), the strategies appear to have supported a postive climate and culture at Marina Village.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no material differences between the proposed expenditures and the estimated actual expenditures.

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

In an effort to improve our attendance rate, we are utilizing the District Attendance Review Team that has been established to support students. The site will continue with it's Tier II intervention team and and combine site safety team meetings/training with threat assessment team meetings. These strategies do not incur additional expenses.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Technical Infrastructure and Support Systems

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A review of the California School Dashboard and local data highlights the need for ongoing improvements in technical infrastructure and support systems to ensure that high-quality education and effective learning environments flourish for all students.

The following steps are being taken to address the areas identified: Hard drive upgrades for our video surveillance system, supplies for the garden, repair of the digital marquee, new basketball rims for the gym, a new water bottle filling station, and delineators to help with traffic flow.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Garden Usage - how many students are using the garden on a weekly basis and how many lessons are taught on a monthly basis.	In the fall of 2025, 63 students are engaging with the garden on a daily basis. 6th Grade - 40-45 per day 7th Grade - 10-15 per day 8th Grade - 8 per day Lessons in the areas of Composting and Fall/Winter germination have been provided.	The goal is to continue providing lessons to reach 5-6 per year. The goal is also to increase participation in 8th grade to match 7th grade levels.
2025-26 RUSD Culture and Climate Student Survey	87.4% of students feel that the school is usually clean and tidy. This is an improvement of 0.9%.	Marina Village always has the goal for all students to feeling like their school is clean and tidy. As such, our target goal is to improve the percentages indicated in the survey as possible in the 2024-25 school year to better than 90%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	1.) Solar Panels Solar Panels have been install in the parking lot to make Marina Village an electrical producer. The funding generated by the panels will go to the district facilities fund for infrastructure enhancements.	All Staff and Students	District Funded 6000-6999: Capital Outlay Solar Panels have been install in the parking lot to make Marina Village an electrical producer.
3.2	2.) Facilities & Technology Infrastructure Marina Village will provide facilities, technology, furniture, and supplies that maximize the effectiveness of school operations. The school, working in conjunction with the RUSD Maintenance and Operations Department, will use the Facilities Inspection Tool (FIT) to determine areas for facility improvement. Improvements deemed necessary will be communicated to RUSD Maintenance personnel. We will engage in school beautification projects with the support of our PTC. Marina Village will also continue to improve its facilities and grounds in conjunction with the recent construction including the parking lot and traffic flow, basketball courts, tennis courts, benches, garden areas, etc. Marina Village will continue to support our garden club that works on campus beautification in our landscape areas.	All Students	District Funded 5000-5999: Services And Other Operating Expenditures An additional allocation of utility technician time has been provided to Marina Village for the improvement and maintenance of the landscaped areas. 140 Donations 6000-6999: Capital Outlay Repair of the power supply for the digital marquee. 4,000 LCFF 5000-5999: Services And Other Operating Expenditures A full garden coordinator position is funded to provide consistent lessons and support for students working in the garden. - Garden Club Stipend - \$4,000 District Funded 6000-6999: Capital Outlay Additional infrastructure improvements that were paid for by the district include the following: - Replace the kitchen floor - Stanchions for the driveway - Finished camera installation - Made room 30 a classroom - Acoustic panels for the counseling office - XLR stage repair

			• Repair of Gym Wall Exterior • HVAC Repair • Bathroom Leak Repair • Refinish the locker room benches 17,400 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 5800: Professional/Consulting Services And Operating Expenditures The PTC provided a number of upgrades to the Multi-Purpose Room. These upgrades included a new stage curtain, paint, window curtains, and lights for stage productions. • Curtains: \$6,000 • Paint: \$9,300 • Lights \$2,100 1,000 LCFF 6000-6999: Capital Outlay Replace two security cameras with higher definition cameras. 2,257 Donations 6000-6999: Capital Outlay Repair the gym scoreboards with new controlers and receivers.
3.8			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

87.4% of students feel that the school is usually clean and tidy. The bicycle rack was installed and even more scooters and bicycles are being ridden to and from school.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no material differences between the proposed expenditures and the estimated actual expenditures in the remaining items.

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

For the upcoming year, additional items will be purchased and repairs made to improve the site. These include repair of the digital marquee (power supply), golf cart, sports banners, storage container, MPR curtains and paint, audio repair for MPR, gym wall repair, a new floor for the kitchen, and MPR stage lights.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 6

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 7

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 8

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 9

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 10

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$1,500
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$223,326.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title II Part A: Improving Teacher Quality	\$10,000.00

Subtotal of additional federal funds included for this school: \$10,000.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Donations	\$25,657.00
LCFF	\$73,199.00
None Specified	\$0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$25,800.00
Prop 28	\$88,670.00

Subtotal of state or local funds included for this school: \$213,326.00

Total of federal, state, and/or local funds for this school: \$223,326.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Donations	25,657.00
LCFF	73,199.00
None Specified	0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	25,800.00
Prop 28	88,670.00
Title II Part A: Improving Teacher Quality	10,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	81,858.00
2000-2999: Classified Personnel Salaries	30,941.00
4000-4999: Books And Supplies	59,230.00
5000-5999: Services And Other Operating Expenditures	14,500.00
5800: Professional/Consulting Services And Operating Expenditures	33,400.00
6000-6999: Capital Outlay	3,397.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Donations	10,260.00
5000-5999: Services And Other Operating Expenditures	Donations	7,000.00

5800: Professional/Consulting Services And Operating Expenditures	Donations	6,000.00
6000-6999: Capital Outlay	Donations	2,397.00
1000-1999: Certificated Personnel Salaries	LCFF	14,920.00
2000-2999: Classified Personnel Salaries	LCFF	22,766.00
4000-4999: Books And Supplies	LCFF	30,013.00
5000-5999: Services And Other Operating Expenditures	LCFF	4,500.00
6000-6999: Capital Outlay	LCFF	1,000.00
None Specified	None Specified	0.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	5,400.00
5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	17,400.00
1000-1999: Certificated Personnel Salaries	Prop 28	66,938.00
2000-2999: Classified Personnel Salaries	Prop 28	8,175.00
4000-4999: Books And Supplies	Prop 28	13,557.00
5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	10,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	144,752.00
Goal 2	53,777.00
Goal 3	24,797.00

School Site Council Membership

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

2 School Principal

2 Classroom Teachers

2 Parent or Community Members

2 Secondary Students

Name of Members	Role
Levi Cambridge	Principal
Samantha Schlesinger	Principal
Shea Smith	Classroom Teacher
Kate Gezi	Classroom Teacher
Cassie Krupansky	Parent or Community Member
Andrea Gibbs	Parent or Community Member
Reese Leadingham	Secondary Student
Brissa Magallanes	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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 12/1/25.

Attested:



Principal, Levi Cambridge on 12/1/25



SSC Chairperson, Brissa Magallanes on 12/1/25

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The 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. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and 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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. 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. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal 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. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable 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.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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 children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - 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.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. 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).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. 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:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. 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.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pleasant Grove Middle School	09619780101519		

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The 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. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Pleasant Grove Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The Single Plan for Student Achievement (SPSA) for Pleasant Grove Middle School outlines a comprehensive strategy to meet the requirements of the Every Student Succeeds Act (ESSA) by aligning with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs. This plan focuses on promoting academic learning opportunities, ensuring equity through multiple measures, providing equitable resource allocation, and implementing evidence-based interventions to close achievement gaps and support all students in achieving success. Some of the evidence based programs Pleasant Grove Middle School focuses using are AVID Strategies, PBIS and Restorative Practices. Elements of these programs are woven throughout the site plan to help address students' academic and social emotional progress.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Pleasant Grove Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The Single Plan for Student Achievement (SPSA) for Pleasant Grove Middle School outlines a comprehensive strategy to meet the requirements of the Every Student Succeeds Act (ESSA) by aligning with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs. This plan focuses on promoting academic learning opportunities, ensuring equity through multiple measures, providing equitable resource allocation, and implementing evidence-based interventions to close achievement gaps and support all students in achieving success. Some of the evidence based programs Pleasant Grove Middle School focuses using are AVID Strategies, PBIS and Restorative Practices. Elements of these programs are woven throughout the site plan to help address students' academic and social emotional progress.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Pleasant Grove consulted with all stakeholders in the development of this site plan. Surveys are sent out to all students at the beginning and end of each school year to gather data on school climate, inclusion practices, academic rigor, areas of strength, and areas needing improvement. The data of the surveys is reviewed by staff via professional discussions at staff and collaboration meetings to elicit feedback about any conclusions and possible responses to the data. The School Site Council meets six times a year to review data collected in their survey and compares it to both the results of the RUSD Culture and Climate Survey data and the comments and ideas offered by staff. Additional data is collected through our participation on our District English Learner Advisory Committee (DELAC), Site English Learner Advisory Committee (ELAC) when the site has the numbers to have a committee, and monthly meetings with our Parent Teacher Organization (PTO), all of which are reviewed by school staff at collaboration meetings.

CAASPP, Accelerated Reading Data, IXL Data, bi-trimester grade analysis data, and CAASPP benchmarks are also reviewed by school staff throughout the year, considered in conjunction with the indirect data gathered in the above data and used in the development of this plan.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Pleasant Grove Middle School ensures equitable distribution of resources to support the learning needs of all students: LCFF Resources are allocated to hire an intervention aide as well as support our AVID program through funding three sections of the AVID elective and AVID supplies.

Technology Access: A 1:1 device program ensures all students have access to Chromebooks or iPads, with robust Wi-Fi availability to support digital learning both on campus and at home.

Targeted Investments: Additional staffing for paraprofessionals and counselors ensures smaller group sizes for interventions and social-emotional support for students who need it most.

Facility Improvements: Classrooms are equipped with modern tools, flexible seating, and assistive technologies to create engaging and accessible learning environments.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Throughout the school year, grade level teams will meet to discuss their pacing aligned targeted instruction around math and EL supports for ELs, special education students, and socio economically disadvantaged students. The school will focus on higher order thinking skills as well as targeted supports for students to improve academic achievement in all areas especially math. In addition to higher order thinking skills, teachers will have create professional development focus plans to strengthen their use and knowledge of AI. Through the use of IXL and accelerated reader, the school will create incentive programs to promote accelerated growth and track student achievement. For social emotional support and to address the suspension rates of ELs and students with IEPs, PBIS tiered supports will be evaluated at all levels. The MTSS team will meet two times per month in order to monitor student progress, interventions, and resources.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

The Math Department Meets meets two times per month and then as grade levels to align assessments and discuss core standards. Additionally, the Math department will administer the IXL Diagnostic two times per year to monitor student progress. Costa's Levels of Thinking with specific academic vocabulary will be used in all math classes and AVID note taking strategies. The math department will also send designated teachers to review potential math adoptions and attend math PDs.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

The district has developed a trimester progress monitoring document for grade level collaboration and data collection that will be used throughout the year by each department to align teacher work and track student growth. Additionally, the teachers will develop professional development teams to collaborate on how to integrate and use AI to improve student achievement and lesson planning.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Pleasant Grove Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	1.05%	1.08%	0.43%	5	5	2
African American	0.63%	0.86%	0.43%	3	4	2
Asian	1.47%	0.86%	0.85%	7	4	4
Filipino	0.84%	1.94%	1.28%	4	9	6
Hispanic/Latino	23.11%	21.08%	18.51%	110	98	87
Pacific Islander	0.63%	0.43%	%	3	2	
White	69.75%	69.25%	74.47%	332	322	350
Two or More Races	2.52%	4.52%	4.04%	12	21	19
Not Reported	0%	%	%	0		
Total Enrollment				476	465	470

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 6	156	151	
Grade 7	145	160	
Grade 8	175	154	
Total Enrollment	476	465	

Conclusions based on this data:

1. Enrollment in 2024-2025 remained steady throughout the year in all grade levels with only slight fluctuation in seat count at each grade level. There was an overall increase of enrollment of 5 students compared to the year prior.
2. As a sight, we declined by 11 students who identify as hispanic/latino.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	37	28	12	7.8%	6.0%	2.6%
Fluent English Proficient (FEP)	22	18	24	4.6%	3.9%	5.1%

Conclusions based on this data:

1. There was a slight decrease in English Learners from the 23-24 school year to the 24-25 school year: decrease of 3.4%
2. There was an increase in students being classified as proficient from 23-24 to the 24-25 school year: increase of 1.2%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	158	145	148	156	139	139	155	139	139	98.7	95.9	93.9
Grade 7	141	158	159	138	152	146	138	152	146	97.9	96.2	91.8
Grade 8	175	151	157	169	143	145	169	143	145	96.6	94.7	92.4
All Grades	474	454	464	463	434	430	462	434	430	97.7	95.6	92.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2536.	2544.	2538.	23.87	21.58	19.42	32.26	33.09	33.09	21.29	31.65	29.50	22.58	13.67	17.99
Grade 7	2585.	2601.	2604.	24.64	36.84	37.67	42.75	36.84	34.93	14.49	11.18	14.38	18.12	15.13	13.01
Grade 8	2595.	2560.	2599.	23.67	14.69	33.10	39.05	38.46	29.66	27.22	23.08	20.69	10.06	23.78	16.55
All Grades	N/A	N/A	N/A	24.03	24.65	30.23	37.88	36.18	32.56	21.43	21.66	21.40	16.67	17.51	15.81

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	25.16	19.42	20.86	50.97	63.31	53.96	23.87	17.27	25.18
Grade 7	26.81	34.87	31.72	61.59	57.89	57.93	11.59	7.24	10.34
Grade 8	24.85	15.38	31.72	62.13	62.24	51.03	13.02	22.38	17.24
All Grades	25.54	23.50	28.21	58.23	61.06	54.31	16.23	15.44	17.48

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	21.94	23.74	21.58	49.03	55.40	60.43	29.03	20.86	17.99
Grade 7	31.16	42.11	48.61	52.17	42.76	39.58	16.67	15.13	11.81
Grade 8	26.04	18.18	28.28	60.95	58.04	49.66	13.02	23.78	22.07
All Grades	26.19	28.34	32.94	54.3	51.84	49.77	19.48	19.82	17.29

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	15.48	10.07	5.76	74.84	81.29	84.17	9.68	8.63	10.07
Grade 7	17.39	15.13	18.62	74.64	78.29	73.10	7.97	6.58	8.28
Grade 8	18.93	15.38	18.62	69.82	68.53	75.17	11.24	16.08	6.21
All Grades	17.32	13.59	14.45	72.94	76.04	77.39	9.74	10.37	8.16

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	18.71	19.42	19.42	66.45	67.63	67.63	14.84	12.95	12.95
Grade 7	26.81	33.55	30.82	58.70	58.55	59.59	14.49	7.89	9.59
Grade 8	27.22	23.78	28.28	63.91	59.44	63.45	8.88	16.78	8.28
All Grades	24.24	25.81	26.28	63.20	61.75	63.49	12.55	12.44	10.23

Conclusions based on this data:

1. In the category of overall achievement for all students in reading, from 23/24 school year to the 24/25 school year, there was an increase in overall achievement of 1.96% of students who met or exceeded standards.
2. Students scored the highest in the domain of writing: creating clear and purposeful writing- with 32.94% Above Standard and increase from last year of 4.6% achievement from 28.34%.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	157	145	148	154	140	140	154	140	140	98.1	96.6	94.6
Grade 7	141	158	159	138	153	146	138	153	146	97.9	96.8	91.8
Grade 8	175	151	157	170	145	145	170	145	145	97.1	96	92.4
All Grades	473	454	464	462	438	431	462	438	431	97.7	96.5	92.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2522.	2533.	2519.	16.88	21.43	17.86	27.27	26.43	22.14	27.92	27.86	31.43	27.92	24.29	28.57
Grade 7	2542.	2535.	2546.	17.39	16.34	21.92	28.26	22.88	17.81	23.91	34.64	35.62	30.43	26.14	24.66
Grade 8	2559.	2541.	2548.	18.24	16.55	22.07	24.71	14.48	16.55	30.00	32.41	22.76	27.06	36.55	38.62
Grade 11															
All Grades	N/A	N/A	N/A	17.53	18.04	20.65	26.62	21.23	18.79	27.49	31.74	29.93	28.35	29.00	30.63

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	20.78	22.14	16.43	51.95	49.29	55.00	27.27	28.57	28.57
Grade 7	18.12	16.34	19.86	53.62	52.94	51.37	28.26	30.72	28.77
Grade 8	17.06	18.62	21.38	58.24	53.79	49.66	24.71	27.59	28.97
Grade 11									
All Grades	18.61	18.95	19.26	54.76	52.05	51.97	26.62	29.00	28.77

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	15.58	17.14	11.43	57.14	60.00	60.00	27.27	22.86	28.57
Grade 7	19.57	13.07	18.49	57.25	60.78	54.79	23.19	26.14	26.71
Grade 8	17.06	11.03	13.79	62.94	59.31	52.41	20.00	29.66	33.79
All Grades	17.32	13.70	14.62	59.31	60.05	55.68	23.38	26.26	29.70

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	13.64	17.86	14.29	62.34	61.43	64.29	24.03	20.71	21.43
Grade 7	18.84	16.34	19.18	62.32	66.67	61.64	18.84	16.99	19.18
Grade 8	12.94	14.48	18.62	65.88	65.52	54.48	21.18	20.00	26.90
All Grades	14.94	16.21	17.40	63.64	64.61	60.09	21.43	19.18	22.51

Conclusions based on this data:

1. In the category of overall achievement for all students, there was a decrease of .19% at 39.63% during the 23/24 school year at or above standard to 39.44% at or above standard during the 24/25 school year.
2. All grades scored the highest in communicating reasoning and demonstrating ability to support mathematical conclusions with 77.49% of all 6th-8th graders at or above standard in 24/25 school year with a decrease though of 1.09%
3. All grades scored the lowest in Problem Solving & Modeling/Data Analysis.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	9	*	*
7	1518.5	*	*	1512.8	*	*	1523.6	*	*	13	6	*
8	1532.9	*	*	1529.1	*	*	1536.4	*	*	11	8	4
All Grades										33	17	10

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	15.38	*	*	23.08	*	*	38.46	*	*	23.08	*	*	13	*	*
8	0.00	*	*	54.55	*	*	36.36	*	*	9.09	*	*	11	*	*
All Grades	12.12	35.29	*	36.36	47.06	*	36.36	5.88	*	15.15	11.76	*	33	17	*

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	23.08	*	*	30.77	*	*	23.08	*	*	23.08	*	*	13	*	*
8	27.27	*	*	45.45	*	*	9.09	*	*	18.18	*	*	11	*	*
All Grades	24.24	52.94	*	39.39	23.53	*	18.18	11.76	*	18.18	11.76	*	33	17	*

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	7.69	*	*	30.77	*	*	23.08	*	*	38.46	*	*	13	*	*
8	0.00	*	*	27.27	*	*	45.45	*	*	27.27	*	*	11	*	*
All Grades	6.06	5.88	*	30.30	47.06	*	30.30	29.41	*	33.33	17.65	*	33	17	*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	*	*	*
7	7.69	*	*	69.23	*	*	23.08	*	*	13	*	*
8	9.09	*	*	72.73	*	*	18.18	*	*	11	*	*
All Grades	9.09	17.65	*	66.67	58.82	*	24.24	23.53	*	33	17	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	*	*	*
7	90.00	*	*	10.00	*	*	0.00	*	*	10	*	*
8	70.00	*	*	20.00	*	*	10.00	*	*	10	*	*
All Grades	75.86	88.24	*	17.24	0.00	*	6.90	11.76	*	29	17	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	*	*	*
7	7.69	*	*	46.15	*	*	46.15	*	*	13	*	*
8	9.09	*	*	54.55	*	*	36.36	*	*	11	*	*
All Grades	9.09	17.65	*	51.52	64.71	*	39.39	17.65	*	33	17	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	*	*	*
7	16.67	*	*	66.67	*	*	16.67	*	*	12	*	*
8	0.00	*	*	81.82	*	*	18.18	*	*	11	*	*
All Grades	15.63	17.65	*	65.63	70.59	*	18.75	11.76	*	32	17	*

Conclusions based on this data:

1. During the 24/25 school year, there were 10 identified ELs.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
470	27.4%	2.6%	0.2%
Total Number of Students enrolled in Pleasant Grove Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	12	2.6%
Foster Youth	1	0.2%
Homeless	10	2.1%
Socioeconomically Disadvantaged	129	27.4%
Students with Disabilities	78	16.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.4%
American Indian	2	0.4%
Asian	4	0.9%
Filipino	6	1.3%
Hispanic	87	18.5%
Two or More Races	19	4%
Pacific Islander	0	0.0%
White	350	74.5%

Conclusions based on this data:

1. During the 2024-2025 school year, was our Hispanic students making up 18.5% of our student body. English Learners and supporting practices in our classrooms for English language development will continue to be a necessary focus of our school plan.
2. Students with disabilities makes up 16.6% of our student body. We have a large student body population with IEPs with 5 special education teachers on site. Each year, we adjust the master schedule to accommodate scheduling our students with the highest needs first.
3. 27.4% of our students are socially economically disadvantaged.

School and Student Performance Data

Overall Performance

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



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Orange	Suspension Rate  Orange
Mathematics  Orange		
English Learner Progress  No Performance Color		

Conclusions based on this data:

- During the 2024-2025 school year, suspension rates were considered "low" level indicating higher numbers of suspension rates. We will continue to focus on Progressive Discipline, Restorative Practices, and PBIS.
- English language arts performance had an overall achievement of green with significant progress from previous years of being in the red.

3. Chronic Absenteeism is still needing to be addressed but has decreased from previous year going from the yellow level down to the orange level. We will continue our work of sending home regular attendance letters with both tardies and full day attendance letters as well as scheduling regular SART meetings.

School and Student Performance Data

Academic Performance English Language Arts

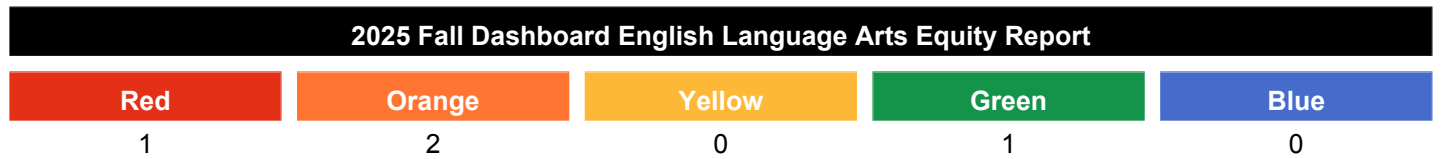
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 21.7 points above standard Maintained 0.5 points 433 Students	English Learners  No Performance Color 89.4 points below standard Declined 47.8 points 25 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Socioeconomically Disadvantaged  Orange 37.4 points below standard Declined 16 points 119 Students

Students with Disabilities  Red 112.6 points below standard Maintained 1.1 points 80 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Hispanic  Orange 16.7 points below standard Maintained -0.7 points 81 Students
Two or More Races  No Performance Color 31 points above standard Declined 12.1 points 17 Students	Pacific Islander  No Performance Color 0 Students	White  Green 28.9 points above standard Maintained -2.2 points 324 Students

Conclusions based on this data:

1. When analyzing groups by performance level, Hispanic Students, and Socioeconomically Disadvantaged Students both declined. Hispanic students overall Language Arts achievement declined by .7% (considered maintaining technically) while socioeconomically disadvantaged students declined by 16 points.
2. 324 students classified in the category of "White" were 28.9 points above standard and considered to be in the High Bar range or 4 Bars. When comparing this to our Hispanic Group, it is noted that there is a disparity in overall performance levels.
3. 80 Students who are considered Students with Disabilities scored 112.6 points below the standard and were considered in the Very Low Bar range or 1 bar. However, this category did not decline but was maintained.

School and Student Performance Data

Academic Performance Mathematics

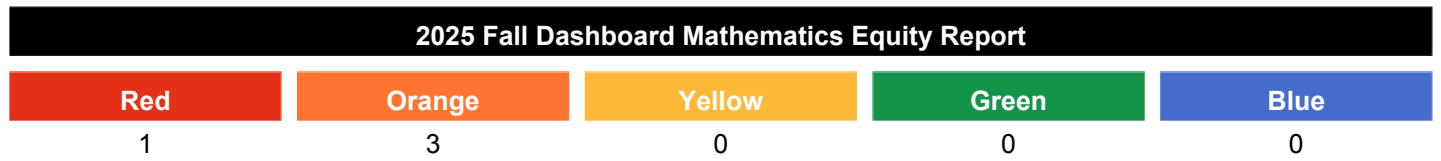
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 37.6 points below standard Declined 7.1 points 433 Students	English Learners  No Performance Color 115 points below standard Declined 18.6 points 25 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Socioeconomically Disadvantaged  Red 96.2 points below standard Declined 21.7 points 119 Students

Students with Disabilities  Orange 154.4 points below standard Increased 6.5 points 80 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Hispanic  Orange 85.1 points below standard Declined 11.7 points 81 Students
Two or More Races  No Performance Color 48.6 points below standard Declined 54.1 points 17 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 27.2 points below standard Declined 6.3 points 324 Students

Conclusions based on this data:

- Both English Learners and Students with Disabilities were considered in the Very Low Range with one bar (ELs 115 points below standard and St. w/ Disabilities 154.4 points below standard). Although students with disabilities increased 6.5 points; these subgroups will be areas of focus in terms of interventions and master scheduling needs.
- Hispanic Students were considered in the Low Range 2 bars (Hispanic 85.1 points below standard) While socioeconomically disadvantaged students were in the 1 bar range 96.2 points below standard.
- White students or 324 total students were considered in the Low Range with 2 bars and 27.2 points below standard - an overall decline of points as well in this category from the previous year.

School and Student Performance Data

Academic Performance Science

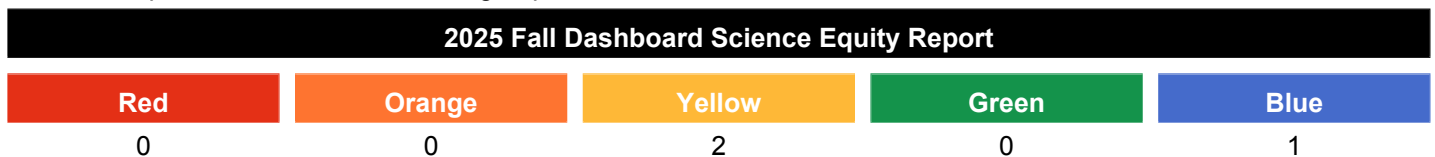
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students Blue 59.6 science points Increased 5 points 145 Students	English Learners No Performance Color 40.1 science points Declined 3.8 points 11 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged Yellow 45.4 science points Declined 5.5 points 40 Students

Students with Disabilities  No Performance Color 35.7 science points Maintained 1.6 points 25 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Yellow 46.9 science points Maintained 1.1 points 31 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 62 science points Increased 6.7 points 107 Students

Conclusions based on this data:

1. In the category of all students (145 students), 59.6 points above standard reaching the Blue Level.
2. In the subcategory of students with disabilities, 35.7 points were scored above average for the 25 students who took the assessment.
3. In the subcategory of Hispanic students, 46.9 points were scored above standard for the 31 students who took the assessment.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color making progress. Number Students: 10 Students	 No Performance Color making progress. Number Students: 5 Students

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.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

- 10 students were considered English Learners during the 2024-2025 school year with 5 of those being considered Long-Term ELs.
- Our school plan will focus on our subgroups (ELs, Socioeconomically disadvantaged students, and Special Education Students) while utilizing AVID and PBIS strategies to foster a productive learning environment.

School and Student Performance Data

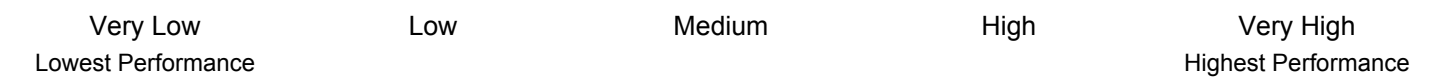
Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:
1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Orange

11.8% Chronically Absent

Maintained 0.2

485 Students

English Learners



No Performance Color

8.3% Chronically Absent

Declined 4.2

12 Students

Long-Term English Learners



No Performance Color

Fewer than 11 students - No Data for Privacy

7 Students

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

10 Students

Socioeconomically Disadvantaged



Red

22.5% Chronically Absent

Increased 3

138 Students

Students with Disabilities  Yellow 16.5% Chronically Absent Declined 1.3 91 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Hispanic  Yellow 15.6% Chronically Absent Declined 5.8 90 Students
Two or More Races  No Performance Color 21.1% Chronically Absent Increased 16.5 19 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 10.2% Chronically Absent Increased 0.7 361 Students

Conclusions based on this data:

1. We will have a continued focus on communicating with parents the importance of student attendance and the effect it has on student overall achievement. Additionally, attendance letters for both full school day absences as well as tardies are sent on a regular basis.
2. We are seeing many subgroups with decreasing chronic absenteeism; however, our socio-economically disadvantaged students have declined in this area with 22.5% having chronic absenteeism. This will need to be a group with increased focus.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	0	0

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 6.5% suspended at least one day Increased 0.6% 489 Students	English Learners  No Performance Color 8.3% suspended at least one day Increased 5.3% 12 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Socioeconomically Disadvantaged  Orange 10% suspended at least one day Increased 0.3% 140 Students

Students with Disabilities  Orange 8.8% suspended at least one day Increased 2.3% 91 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Hispanic  Yellow 5.5% suspended at least one day Maintained -0.2% 91 Students
Two or More Races  No Performance Color 10.5% suspended at least one day Increased 6% 19 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 6.6% suspended at least one day Increased 0.6% 364 Students

Conclusions based on this data:

1. 8.8% of students with disabilities had at least one suspension from 12.8% of students with disabilities the previous year.
2. 8.3% of English Learners were suspended at least one day during the 24.25 school year with a student body count of 12 students.
3. Hispanics maintained their suspension rate in the Low Range or yellow bar.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Educational Services

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our English Language supports need improvement and attention to ways to support students with attendance concerns - especially since the SARB committee is backed up. As a staff, we are taking measures to address ways to better utilize our aide support staff with ELs, online programs, and additional resources to enhance the learning experiences for all students to create a positive school culture. Additionally, the school site and district are creating opportunities to establish and build upon the feeling of school connectedness for our at risk populations and connecting the school community to our outside community.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	In 24/25 32.56% of students met the standard and 30.23% of students exceeded the standard for a total of 62.79% of students meeting or exceeding standard. This is a 1.96% increase from the previous year. This goal was not met in terms of a 3% increase in overall achievement; however, there was almost a 2% increase.	Increase the number of students in the "Above or Met Standard" in Language Arts by 3% by focusing on students in the "Standard Nearly Met" subgroup.
CAASPP Math	In 24/25 18.79% of students met the standard and 20.65% of students exceeded the standard for a total of 39.44%. This is a .17% from the previous year. This goal was not met in terms of a 3% increase in overall achievement.	Increase the number of students in the "Above or Met Standard" in Math by 3% by focusing on students in the "Standard Nearly Met" subgroup.

Accelerated Reader Reading Inventory	Fall 2024 compared to Fall 2025 54% of 6th graders met or exceeded benchmark in fall of 2024 compared to 59% of 6th graders in fall of 2025. This is a 5% increase from the previous year. 64% of 7th graders met or exceeded benchmark in fall of 2024 compared to 54% of 7th graders in fall of 2025. This is a 10% decrease from the previous year. 70% of 8th graders met or exceeded benchmark in fall of 2024 compared to 65% of 8th graders in fall of 2025. This is a 5% decrease from the previous year. When comparing last year's 6th grader class to this year's 7th grade class, they remained the same from fall to fall at 54% meeting or exceeding standard. When comparing last year's 7th grade class to this year's 8th grade class, they increased by 1% from 64% to 65% meeting or exceeding standard. Although these are not the exact same make up of students considering some students moved in and out of the school from Fall 2024 to Fall 2025, it is a close comparison.	Increase percentage of students performing "Advanced or Proficient" in reading as measured by SRI (Student Reading Inventory now changed to the Accelerated Reading/ Reading Inventory) Lexile Level by 7% at each grade level.
Student Grade Analysis (Student work and classroom formative/summative assessments/teacher recommendations for interventions)	In the Fall of 2024, there were 304 students with a 3.0 or higher on their trimester 1 report cards. When using the average enrollment for trimester 1, this comes to a roughly 67% of the student body earning a 3.0 GPA or higher. This is a difference of 1% from the previous year. In fall of 2025, there were 312 students with a 3.0 or higher on their trimester 1 report cards. When using the average enrollment for trimester 1, this comes to roughly 64% of the student body earning a 3.0 GPA or higher. Although the total number of students earning a 3.0 or high increased by 8 students, there was a total percentage decrease of 3% of the student body population scoring a 3.0 or higher.	Increase the percentage of students with achieving a 3.0 or higher GPA as indicated in Trimester 1 reporting period compared from Fall to Fall. (please note trimester 1 reporting periods will be used as this is when the SPSA is in the developing and/or finishing stages compared to what reporting period is completed).

Special Education Literacy Data	Based on the AR Renaissance Schoolwide Summary Report, -Sixteen 6th graders had an average score of 52% correct and 88% scoring below standard. -Twenty 7th graders had an average score of 65% correct and 80% scoring below standard. -Twenty two 8th graders had an average score of 64% correct and 86% scoring below standard.	Increase Special Education students' Lexile levels by increasing the average score per grade by 5% each year.
IXL Math	December 8th of 2025, 8,139 skills have been mastered and 22,179 skills are proficient for a total of 30,318 skills proficient or mastered since the beginning of the year. This is an increase of 4,814 skills proficient or mastered from the previous year in terms of IXL skill progress summary. In terms of CAASPP, there was an overall decrease of .17%. Therefore, this goal was not met.	Increase students meeting or exceeding standard by 3% as measured on CAASPP Increase the number of students at or above grade level as measured by the diagnostic assessment by 40% from August to May)

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Alignment of Instruction with Content Standards: Pleasant Grove Middle School will utilize district adopted, standards-aligned language arts, math, science, and history curriculum. California Standards instruction will be supplemented with a variety of resources as needed: ELA & Math IXL. Students will continue to participate in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through guided reading techniques and AVID strategies. Students will improve their writing skills, analysis, and collaboration skills by participating in an array of AVID strategies/activities designed to address all stages of the thinking process (WICOR-writing, inquiry, collaboration, organization, and rigor/reading).	All Students	4700 District Funded 5000-5999: Services And Other Operating Expenditures Proposed expenditure represents curriculum and supplemental materials needed to support alignment of instruction with content standards that includes, but is not limited to: (Froguts, Flocabulary/vocabulary workshop, Typing Agent) 4700 District Funded 5000-5999: Services And Other Operating Expenditures
1.2	Improvement of Instructional Strategies and Materials:	All Students	1200 Site Formula Funds 4000-4999: Books And Supplies

	Pleasant Grove Middle School will utilize proven instructional methods, including but not limited to, IXL in Language Arts, Accelerated Reader, Advancement Via Individual Determination (AVID), and Designated and Integrated English Language Development Strategies. Additionally, proven strategic instructional strategies and supplemental materials will be used to support accelerated growth for various sub groups: English Language Development Learners, low socio-economically disadvantaged students, and any other groups of students needing additional supports. Frequent formative assessments will be used to identify students in need of academic intervention, and such supports will be provided using materials and structures shown to be effective in addressing academic deficits. Enrichment opportunities, embedded within the school day or after school will be provided to increase student engagement and assist students in advancing their learning. Technology, including Chromebooks and VR Headsets, will be used to further engage students and extend students' ability to access content and demonstrate understanding. Library Media coordinator to complete annual CDE Online School Library Survey. The ELPAC assessment will be given to English Learners, annually, to determine mastery of English Language skills and what instructional support is needed.	Provide support materials, supplies and intervention support to enhance instruction for our EL population, low socio-economic populations, and any other student groups in need. This may include technology, programs, resources, software, supplemental materials or curriculum, and library resources. These support materials may come at a cost or may be free supplemental materials. Proposed expenditure represents funds that come from multiple sources: site funds, district funds, and donation funds. 3000 Donations 4000-4999: Books And Supplies Purchase awards and incentives for students to receive once they have taken and passed an AR Test and IXL. Purchase high interest books for the library. Our school will provide technical infrastructure and systems of support that allow quality education and effective learning environments to flourish. PTO & Site Donations. 4100 General Fund 4000-4999: Books And Supplies Supplies and materials to support various aspects of the school operating systems: teacher supplies, school supplies, library supplies, ink for teacher's printers in their pods, etc.: multiple sources combined with site funds and donation funds. 60000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Analyze data and identify students who are struggling to meet grade level standards and are not on track to be high school ready to ensure appropriate supports are implemented and placement is appropriate in the master

		schedule. Some students may be strategically placed in classes with aides, a Resource Class (SAI) for Math or ELA, or in a class supported by a paraprofessional or intervention aide. Proposed expenditure represents 1 full time intervention aide. Please note, a second floater IIF aide has been approved to support the high numbers of students with 504s and IEPs in the general education class. This increases this expenditure from \$30,000 to \$60,000 once the position fills. 25,220 Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures Proposed expenditure represents teacher professional development/training for supplemental programs. Proposed expenditure represents professional development for various programs. Funds used from the educator effectiveness funds and AVID District Funds. \$15,220 is set aside to send 6 staff members to the winter AVID conference. 3500 Donations 4000-4999: Books And Supplies AVID Schoolwide: Donations are used for supplies, College Fair, and other related activities & incentives. 16600 District Funded None Specified AVID Schoolwide: Funds for transportation for field trips, Schoolwide AVID Binders, substitute costs for teacher trainings throughout year, AVID Membership and AVID Weekly subscription, AVID supplies. Non specified budget reference due to memberships, supplies, PD, personnel costs all under this umbrella. (Funds from multiple budget references: 4000 Books & Supplies, 1000

			Certificated personnel, 5000 Services and other operating expenditures) 700 Site Formula Funds 5800: Professional/Consulting Services And Operating Expenditures Professional development and field trips promoting school wide AVID strategies and college field trips. 14,000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures IXL Math, FLEX, Accelerated Reader- all online supported programs are used as supplemental tools and curriculums to support subgroup growth and achievement in ELA & Math. 6000 Other None Specified Funds reserved for technology to enhance learning and the school environment: speakers, licenses for VR items, updated headphones for classrooms.
1.3	Increased educational opportunities & Enrichment Pleasant Grove Middle School will provide differentiation and increased educational opportunities for students. Students will have the opportunity to participate in Career Days, College Fairs, STEAM, onsite and offsite field trips, and Agriculture in the Classroom activities. All students will have access to a visual and performing arts production and will have the option to learn to play a musical instrument. Students will participate in 100 IXL Skills Challenge and have the opportunity to participate in the Million Words Read recognition program. Students who need the extra support and/or then continue to request it will be placed curriculum support intervention classes to support academic success and academic access.	All Students	40000 District Funded 1000-1999: Certificated Personnel Salaries Fund a .6 FTE to support CORE Subject intervention classes for targeted qualifying students. Funded as part of personnel regular salaries not with intervention dollars. 1300 General Fund 4000-4999: Books And Supplies Prioritize Library collection and program needs. Provide reading motivational events and activities, celebrations and support program/activities and updates. Proposed expenditure represents funds that come from multiple budget references. \$500 coming from PTO funds and \$800 coming from site general donations fund. 22823

		Other 1000-1999: Certificated Personnel Salaries Jazz Band before and after school enrichment class for qualifying students 6th-8th grade after tryouts. \$3,295 2 days per week 9 Times per year & for after school club & \$19,528 for beginning school club 5 days per week the entire school year. Prop 28 Funds. \$4,000 in supply funds. 30000 Donations 5800: Professional/Consulting Services And Operating Expenditures Funds associated with Band Program. Amount represents funds associated with Disneyland field trip as well as other field trips and performances. Please note, these donations are placed into the Jazz Band Donation Account. 10,000 None Specified None Specified Funds associated with providing supplies and materials for physical education, lunch time activities, supplies for extra curricular activities such as reading competitions, instructional rounds, spiritwear, teacher supplies, awards for various connectedness activities, etc. These activities are funded through the, PTO, Site Funds, and Site General Donations. 4400 None Specified 4000-4999: Books And Supplies Physical Education Department needed equipment to continue to fund the soccer program as well as general supplies. Please note, these items are co-funded by PTO and site funds. (\$2000 in PTO funds for PE) 5,200 Donations 4000-4999: Books And Supplies

			PE Clothes. Please note, this money will be utilized to purchase next year's items if needed. Each year, shorts and shirts are available for \$12 and the money is then in turn used to purchase the uniforms for the following year. 8,300 Site Formula Funds 4000-4999: Books And Supplies Funds allocated for general school supplies, postage, copy machine expenses, and copy machine contracts. None Specified None Specified
1.4	Staff Development & Professional Collaboration Pleasant Grove Middle School will ensure that staff members responsible for providing and overseeing instruction, including: certificated teachers, classified support specialists, and site administrators, are afforded opportunities to receive up to date training on best instructional practices (see Goal 1, Strategy 2). Partnerships with the El Dorado County Office of Education will provide increased opportunities for professional development. "Early Release Wednesdays" will enable professional collaboration among grade levels and academic departments and ensure that staff has the time needed to engage in professional growth, conduct analysis of student performance, and develop instructional strategies to best meet students' needs.	All Students	12000 Donations None Specified Work with district curriculum specialists, SEL specialists, and seek outside resources offering professional learning opportunities to focus on instructional strategies to build knowledge and implementation of state standards, build on social emotional awareness (Goal 2, Strategy) and the supports needed for it, as well as differentiation, engagement, communication, critical thinking, and technology infusion. Additionally, professional collaboration time between staff members. Proposed expenditures represent substitutes, per diem, and associated salary benefits. Please note the majority of the expenditures in this area cover substitutes and/or materials needed for collaboration, PD, and/or collaboration project materials. Therefore, this is a mixed funded expenditure combining salaries, consulting, and/or materials. The educator effectiveness fund will be used for the bulk of this expenditure.
1.5	Involvement of Staff, Parents & Community	All Students	200 District Funded

	Pleasant Grove Middle School will involve staff, parents, students, and community members in school activities and planning sessions. Parents, students, and staff will have the opportunity to participate on the School Site Council and be a part of the decision making process. Parents of English learners will be invited to participate in the District English Language Advisory Committee (DELAC) and or our school site's English Language Advisory Committee (ELAC) if the EL Numbers are high enough as a school site to require an ELAC Committee. Stakeholders will be informed about opportunities to participate through our school's website, newsletters, social media, and other forms of communication. The school will support our Parent Teacher Organization (PTO) to bring about enhancements to school programs and community activities. Additionally, staff will attend bi-monthly staff meetings, have opportunities for input through surveys, and have the opportunity to be part of and/or attend the monthly Positive School Culture and Climate Meetings and AVID Site Team meetings.		2000-2999: Classified Personnel Salaries Conferencing with parents, including interpreters when needed, to increase communication home to families about student achievement and engage parents in the learning process with their child. Meetings and other outreach opportunities for parents to become engaged in the educational process with the school including, DELAC, ELAC, Site Council, PTO, Calendar Committee, SST meetings, 504 meetings, IEP meetings, Open House, Back-to-School-Night, and Technology Committee, Music Boosters, PUMA Walk. 4500 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies Purchase of materials to support communication with parents and community- Marquee updating with an indoor/outdoor TV marquee. Funds will be shared at the district level, site level, and through PTO. 10500 Special Education 1000-1999: Certificated Personnel Salaries Substitute coverage needed for general education and special education teacher attendance at IEP, 504, and transition meetings. 0 None Specified None Specified
1.8			
1.9			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

To address overall achievement for all students, we focused as a staff on professional development on Wednesdays with a focus on multi tiered systems of intervention and response for both academics and behavior supports. Staff worked in grade level teams to discuss targeted lessons and assessments, and they brought student data three times throughout the year to analyze. Additionally, the entire staff focused on AVID strategies for Costa's Levels of Thinking.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The majority of the groups were highly effective with their group work and targeted lessons. Additionally, all grade levels submitted student data evidence for the AVID site goals. Student work samples and teacher lesson plans were submitted into a digital AVID notebook. Additionally, all staff shared AVID strategies and utilized various strategies in their classrooms. The level of implementation across the various grades and subject matters varied. The cost the the school varied in budget area for professional development, books, AVID supplies, and student supplies. Additionally, staff participated in off site PD in the areas of working with non-motivated students, classroom management, best practices for middle schools, and the use of AI and technology in the classroom.

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

The goal has been adjusted to incorporate unit planning and pacing development throughout the year with the continued goal of increasing student achievement. Changes to the SPSA can be found under professional growth/ development and increased educational opportunities.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Safe, clean, student-centered learning environments.

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 to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
In 2023-2024 Rescue Union School District Created the Culture and Climate Survey. This survey was given to all grade levels. Pleasant Grove Middle School has also given students a beginning of the year input/reflection survey and end of the year survey since 2022. You can reference the results under baseline.	These percentages are based on students who participated in the survey. Based on data from the Fall 2025 RUSD Culture and Climate Survey, this goal was met. Safety -Of the 432 students surveyed 81.5% stated they feel safe at school. 19.5% stated they sometimes feel safe at school. and 5.1% stated they do not feel safe at school -Of 432 students surveyed 81.9% stated there is a teacher or some other adult from school who cares about them. -Of the 432 students surveyed 87.7% of students reported they feel like they belong at this school. -Of the 432 students surveyed 95.8% of students reported they feel connected to at least two friends at school.	By the Fall of 2025, 80% of students will report they feel safe at Pleasant Grove. By the Fall of 2025, 80% of students will report they have a trusted adult at Pleasant Grove.
LCAP Parent Survey	In 2024/2025 School Year, a total of 41 Guardians took the LCAP Survey. See Results Below: The school has adults who really care about students. In 2024-25, 85.4% Agreed or Strongly Agreed with 2.4% that are unsure. This is an increase of 4.9% from the previous year. The school is a safe place for my child In 2024-25, 73.2% of parents agreed or strongly agreed. This is a decrease of 9.7% from the previous year.	For the 2024-2025 School Year, the goal is for the following: Increase all areas by 5%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	School Safety Pleasant Grove Middle School will work to ensure that all students and staff are safe on campus. All	All Students	2500 Other None Specified

	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 while administration and office staff use the intercom system and Catapult Emergency Response System. Students will be provided with lessons on digital citizenship, online safety, and responsible technology use (cyberbullying, internet safety, and other digital dilemmas), and how to access the school counselor. All students will participate in Red Ribbon Week activities designed to educate children about the dangers of drug and alcohol abuse, and students in grade 8 will receive sexual health education meeting either district standards or state standards which now also include sex trafficking information and drug and alcohol abuse information. All staff will be appropriately trained in Child Abuse Mandated Reporter requirements and additional mandated courses, 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 for various tiered levels of supervision. Facility inspection reports will be used to determine additional areas to improve safety and the School Site Safety Team will work with stakeholders to develop an annual Comprehensive Safety Plan. The technology team will collaborate with school site personnel to distribute Hot Spots where necessary.		Expenditures associated with the development of emergency preparedness as directed by the School Site Safety Team, Digital Citizenship and Online Safety, Red Ribbon Week, Sexual Health Education, Child Abuse Mandated Reporter Training, and Volunteer Training. Please note, most of these trainings can be held during work hours and do not require outside of hours requiring extra pay. This is a combination of Site Donation Funds and Site Funds. Please note this is a none-specified category due to paying personnel as well as ordering supplies such as walkies for communication, restocking emergency go bags, etc... (4300 budget)
2.2	School Climate & Community Building Pleasant Grove Middle School will work to ensure that all students feel connected to school and that their social, emotional, and behavioral needs are met. The Positive Behavioral Interventions and Supports (PBIS) framework will be used to create systems that teach students appropriate behaviors for locations throughout the school. The school's PBIS team will develop tiered interventions to reward positive behaviors and help increase positive behaviors. They respond to challenging conduct and work through the Positive School Culture and Climate Committee meeting monthly. Trauma Informed Practices will be studied and used to help de-escalate trauma induced or trauma influenced behaviors; teachers can refer students they are concerned for to the Learning Support Team which meets every two weeks. This team reviews referred and unrefereed students, their data, and uses a tiered system of supports to address needs. Explicit character education will also occur and substance abuse awareness courses will be offered to elective classes. A school counselor is available five days per week, and part time mental health clinician (outside personnel) will be available 2 days per week to assist students with mental health needs and academic counseling. Individual counseling, small	All Students	Other None Specified 1400 Donations 4000-4999: Books And Supplies Expenditures related to materials and supplies for school connectedness opportunities: Where Everyone Belongs (WEB) supplies, PUMA Pride Awards, 5th grade end-of-the-year "Welcome to 6th Grade" field trip to PG. Please note, this budget item is from PTO donations and Site General Donations 200 Donations 0000: Unrestricted Expenditures related to items needed for counselor needs, incentives for LST/PBIS needs, etc. 30000 Site Formula Funds

	group sessions, and whole class instruction will also be provided by the school counselor and school psychologist. Select students will participate in community Operation School Bell Program. The 100 Merit Parties will take place every trimester to honor those who have kept their positive behavior merits or earned them back, Student of the Trimester Awards and Honor Roll Celebrations will occur in classes, and Clash of the Classes celebrations will occur monthly to celebrate grade levels displaying the PBIS characteristics. A student survey to gather input and feedback will be given in the Fall and Spring of each school year. Additionally, staff will be able to place students on a Friendship List if they are concerned for any students who may be struggling to find connections or friends. The Wellness Center, Garden, and Library are locations open during lunches providing students with calming environments to hangout with friends, engage in relaxing activities such as puzzles, games, reading books, etc. Where Everyone Belongs (WEB) will meet throughout the summer and school year providing 6th grade students with mentorship while transitioning into middle school. Extra-curricular activities will be provided throughout the school year before and after school such as sports, WEB, theater, homework support, tutoring, Hands4Hope Club, etc. to provide students an opportunity to connect with school in various ways.		1000-1999: Certificated Personnel Salaries Stipends for Athletic Director, Music Director, SST Coordinator, Yearbook Coordinator, two stipends for Football Coach, 7th and 8th Girls Volleyball, 7th and 8th Boys Volleyball, 7th and 8th grade Girls Basketball, one stipend for band director stipend, three stipends for Track and Field coaches, one stipend for teacher in charge, and four sections of lunch clubs outside of the band club stipends, one stipend for garden coordinator, one stipend for SSC coordinator, one stipend for AVID coordinator, one stipend for wrestling coach, one stipend for SST coordinator, and one stipend for student council bookkeeper. None Specified 2000-2999: Classified Personnel Salaries 1000 None Specified 1000-1999: Certificated Personnel Salaries Stipends and hourly rate associated with teachers overseeing and/or facilitating lunch time clubs and/or afterschool enrichment targeting socioeconomically disadvantaged students and other subgroups needing additional supports and opportunities to be connected to school. 2 clubs per grade level. Please note, this is listed as a none-specified funding source due to the combined use of site funds, donations, and PTO.
2.3	Staff Collaboration & Professional Development Pleasant Grove Middle School will provide teachers and classified support staff with professional development to continually improve school climate. Topics will include Social Emotional Learning (SEL), Trauma Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness, Restorative Justice, Alternative Discipline Best Practices Strategies, and Multi-Tiered Systems of Response (MTSS). Time will be	All Students	10,000 None Specified None Specified Certificated and Classified staff to attend professional learning opportunities during the school day and after school related to (but not limited to) such topics as Social Emotional Learning, Trauma Informed Practices,

	provided to teachers on Early Release Wednesdays, as well as at other times, to collaborate around school climate and develop and/or refine systems that improve school culture. The staff will be provided with times throughout the year to provide input into school wide surveys, as well as district wide anonymous surveys to provide feedback into how things are operating with the intent to improve culture and climate.		Positive Behavioral Supports, Restorative Justice, Alternative Discipline Strategies, De-escalation Strategies, MTSS, CPR and First Aid Training, and Differentiation, AVID, and UDL. Increase number of staff that are trained in various strategies that they can share with colleagues to improve our capacity to support students. 0 None Specified None Specified Provide monthly trainings for lunch supervisors on being more effective with students and positive behavior modification strategies. No expenditures are anticipated to achieve this goal. These trainings occur during the school day.
2.6			
2.7			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Throughout the year, we implemented Clash of the Classes and revamped of our PBIS program. Clash of the Classes is a positive behavior program that coupled well with our PBIS program and 100 Merit system. Students took an end of the year survey and reported that they felt the 100 merit celebrations were very motivational and needed to be better advertised. Additionally, students and staff reported they would appreciate having more reminders regarding merit recovery and the goal of being rewarded during the 100 merit parties. Throughout the 2025-2026 school year, we will have a goal to have consistent announcements for Clash of the Classes as well as 100 Merit parties/merit recovery. The beginning of the 2025 school year, the PBIS team met to strategically plan for ways to promote Clash of the Classes as well as 100 Merit Parties. During bi monthly staff meetings, we will have a safety corner ensuring to discuss various safety aspects: fire procedures, evacuations, supporting positive behavior, etc... During collaboration Wednesdays, we will focus on MTSS and tiered systems of support for students both academically and social emotional supports.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Budgetary supports while focus on safety aspects such as replacing broken walkie talkies, updating safety go bags, any items needed for Clash of the Classes grade level rewards, and 100 Merit celebrations. Additionally, we will have three trimester rewards for student of the months and honor roll.

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.

Class of the Classes, 100 merit celebrations, honor roll/student of the month will all be the biggest social emotional student recognition changes this year. Our metric for success will be the staff and student surveys for feedback given throughout the year as well as the district positive culture surveys. We will continue to focus on enhancing these programs as a means to positively recognize students. At the beginning of the 2025 school year, Pleasant Grove was recognized as a Silver Certificate PBIS school.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Technical Infrastructure and Support Systems

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Wide Surveys, School Wide Staff input surveys, feedback from monthly staff meetings.	Professional Development was provided to classified staff and will be offered throughout the school year focusing on things such as PBIS and Restorative Practices. These trainings are offered during the work day.	Throughout school year, professional development opportunities will continue to be offered to classified staff in the areas of Social Emotional Learning, campus safety, Special Education Best Practices,
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 most current Facility Inspection Tool.
Williams Act/Uniform Complaints	No Williams Act/Uniform Complaints were received during the 2024-2025 school year.	If received during the 2025-2036 school year, 100% of Williams Act/Uniform Complaints will be promptly addressed and necessary deficits will be corrected.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Staff Collaboration & Professional Development Pleasant Grove Middle 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	All Students	0 District Funded 2000-2999: Classified Personnel Salaries Secretary Trainings. These trainings occur during normal working hours and do not

	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.		come at an additional cost to the site.
3.2	Facilities & Technology Infrastructure Pleasant Grove Middle School will provide facilities, technology, furniture, and supplies that maximize the effectiveness of school operations and support students and staff in being as safe as possible with the continued growth mindset. The school, working in conjunction with the RUSD Maintenance and Operations Department, will use the Facilities Inspection Tool (FIT) to determine areas for facility improvement. Improvements deemed necessary will be communicated to RUSD Maintenance personnel. We will engage in school beautification projects with the support of our PTO and Garden Coordinator. Additionally, the school will engage in parent and staff committees to gather input into areas to address.	All Students	2000 Site Formula Funds 4000-4999: Books And Supplies Garden Coordinator Stipend 4000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies Funds for Garden Project and campus beautification (Donations and PTO) Please note this is a combined budget between PTO and a grant previously rewarded to the garden program.
3.3			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Our lead secretary was able to participate in district office led trainings as well as our custodians. Our yard duties, including several of our regular substitutes, participate in monthly trainings and meetings. These meetings focus on SEL, de-escalation, and PBIS. Additionally, our night custodians have received coaching and training during the onboarding phase. During the 2025 school year, the student service secretary has received direct training in independent study packets and attendance tracking.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The major changes have occurred with the onboarding phases of hiring for our custodians. We also continue to work with the yard duties to support the behavioral referral process started during the 24/25 school year. This was budgetarily zero cost.

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

We will use the AERIES system to track the referrals from our yard duties both positive and negative to track their impact. Also, we will use the districts culture survey to see the impact of the trainings and onboarding processes. Lastly, student behavioral data will be shared during staff meetings at least 3 times per year and during Positive School Culture and Climate meetings each month.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 6

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 7

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 8

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 9

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 10

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$344,043.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title II Part A: Improving Teacher Quality	\$25,220.00

Subtotal of additional federal funds included for this school: \$25,220.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
District Funded	\$66,200.00
Donations	\$55,300.00
General Fund	\$5,400.00
LCFF - Supplemental	\$74,000.00
None Specified	\$25,400.00
Other	\$31,323.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$8,500.00
Site Formula Funds	\$42,200.00
Special Education	\$10,500.00

Subtotal of state or local funds included for this school: \$318,823.00

Total of federal, state, and/or local funds for this school: \$344,043.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
District Funded	66,200.00
Donations	55,300.00
General Fund	5,400.00
LCFF - Supplemental	74,000.00
None Specified	25,400.00
Other	31,323.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	8,500.00
Site Formula Funds	42,200.00
Special Education	10,500.00
Title II Part A: Improving Teacher Quality	25,220.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	200.00
1000-1999: Certificated Personnel Salaries	164,323.00
2000-2999: Classified Personnel Salaries	200.00
4000-4999: Books And Supplies	42,900.00
5000-5999: Services And Other Operating Expenditures	48,620.00
5800: Professional/Consulting Services And Operating Expenditures	30,700.00
None Specified	57,100.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	40,000.00
2000-2999: Classified Personnel Salaries	District Funded	200.00
5000-5999: Services And Other Operating Expenditures	District Funded	9,400.00
None Specified	District Funded	16,600.00
0000: Unrestricted	Donations	200.00
4000-4999: Books And Supplies	Donations	13,100.00
5800: Professional/Consulting Services And Operating Expenditures	Donations	30,000.00
None Specified	Donations	12,000.00
4000-4999: Books And Supplies	General Fund	5,400.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	60,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	14,000.00
1000-1999: Certificated Personnel Salaries	None Specified	1,000.00
4000-4999: Books And Supplies	None Specified	4,400.00
None Specified	None Specified	20,000.00
1000-1999: Certificated Personnel Salaries	Other	22,823.00
None Specified	Other	8,500.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	8,500.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	30,000.00
4000-4999: Books And Supplies	Site Formula Funds	11,500.00
5800: Professional/Consulting Services And Operating Expenditures	Site Formula Funds	700.00
1000-1999: Certificated Personnel Salaries	Special Education	10,500.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	25,220.00

Expenditures by Goal

Goal Number	Total Expenditures

Goal 1	292,943.00
Goal 2	45,100.00
Goal 3	6,000.00

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Vera Rue Morris	Principal
Nita Franks	Classroom Teacher
Kelly Ashurst	Other School Staff
Karrie Scott	Parent or Community Member
Greg Lambrecht	Other School Staff
Thunder Scott	Secondary Student
Jacqueline Morrison	Parent or Community Member
Max Morrison	Secondary Student
Alexa Davis (Not present to vote SPSA)	Secondary Student
	Parent or Community Member
	Parent or Community Member
	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

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

Attested:



Principal, Vera Rue Morris on 1/27/26



SSC Chairperson, Nita Franks on 1/27/26

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The 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. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and 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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. 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. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal 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. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable 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.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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 children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - 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.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. 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).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. 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:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. 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.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rescue School	Elementary	09619786005714	1/15/26	January 2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The 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. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Rescue Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Comprehensive Support and Improvement
Targeted Support and Improvement

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Rescue Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement
- Targeted Support and Improvement

Plan Description

The Single Plan for Student Achievement (SPSA) for Rescue Elementary outlines a comprehensive strategy to meet the requirements of the Every Student Succeeds Act (ESSA) by aligning with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs. This plan focuses on promoting academic learning opportunities, ensuring equity through multiple measures, providing equitable resource allocation, and implementing evidence-based interventions to close achievement gaps and support all students in achieving success.

1. Academic Learning Opportunities:

Rescue Elementary prioritizes high-quality academic programs to ensure every student has access to rigorous, standards-based instruction. Key initiatives include:

Core Curriculum Alignment: Implementation of the California State Standards across all grade levels using district-adopted curriculum and supplemental resources.

Differentiated Instruction: Teachers utilize formative assessments to tailor instruction, addressing the unique needs of diverse learners, including English Learners (ELs), students with disabilities (SWD), and gifted students.

Extended Learning Time: The school offers after-school programs, summer learning opportunities, and targeted intervention blocks to provide additional support for students who need it.

College and Career Readiness: Introduction of STEM (Science, Technology, Engineering, and Mathematics) projects, and literacy challenges to prepare students for future opportunities.

2. Multiple Measures of Equity

Equity is at the forefront of Rescue Elementary's improvement efforts, as evidenced by:

Data-Driven Decision Making: Regular analysis of data from the California School Dashboard, Smarter Balanced Assessments, attendance records, and social-emotional learning surveys to identify and address disparities.

Disaggregated Metrics: Monitoring academic performance, attendance, discipline, and graduation rates by subgroup (e.g., socioeconomically disadvantaged, English Learners, and foster youth) to ensure targeted supports are provided.

Inclusive Practices: All students have access to inclusive environments, supported by co-teaching models, Universal Design for Learning (UDL) strategies, and Multi-Tiered Systems of Support (MTSS).

Feedback from Stakeholders: Engaging families, community members, and students through surveys, focus groups, and School Site Council meetings to inform equitable practices.

3. Resource Equity

Rescue Elementary ensures equitable distribution of resources to support the learning needs of all students:

Title I Funding Utilization: Resources are allocated to hire intervention specialists, provide professional development, and purchase instructional materials specifically designed for struggling learners.

Technology Access: A 1:1 device program ensures all students have access to Chromebooks or iPads, with robust Wi-Fi availability to support digital learning both on campus and at home.

Targeted Investments: Additional staffing for paraprofessionals and counselors ensures smaller group sizes for interventions and social-emotional support for students who need it most.

Facility Improvements: Classrooms are equipped with modern tools, flexible seating, and assistive technologies to create engaging and accessible learning environments.

4. Evidence-Based Interventions

To address areas of need and improve student outcomes, Rescue Elementary employs evidence-based practices validated by research:

Reading and Math Interventions: Programs such as i-Ready, Accelerated Reader, and Reflex Math are utilized to diagnose and support student progress.

Social-Emotional Learning (SEL): Implementation of Character Strong and Zones of Regulation to build resilience and foster emotional intelligence.

Professional Development: Ongoing training for teachers in culturally responsive teaching, Positive Behavioral Interventions and Supports (PBIS), and trauma-informed practices.

Behavioral Support Systems: Adoption of PBIS and Restorative Practices to reduce suspensions and promote a positive school culture.

Progress Monitoring: Frequent benchmark testing and progress tracking ensure interventions are adjusted based on student performance and growth.

Alignment with the Local Control and Accountability Plan (LCAP)
This SPSA aligns seamlessly with the district’s LCAP goals:
LCAP Goal 1: Ensure all students have access to rigorous, high-quality instruction aligned to state standards.
LCAP Goal 2: Promote social-emotional well-being and safe, inclusive learning environments.
LCAP Goal 3: Strengthen partnerships with families and the community to support student success.
Through strategic planning and an equity-focused approach, Rescue Elementary is committed to providing all students with the tools and opportunities they need to thrive academically, socially, and emotionally. This SPSA is a living document, regularly reviewed and updated to meet the evolving needs of our students and the community.

Educational Partner Involvement

How, when, and with whom did Rescue Elementary 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 2025-2026 school year during scheduled council meetings and collaboration efforts with grade level teachers.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

N/A

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Overall performance for Rescue Elementary scored orange for suspension rate of 1.7. The remaining categories were in the blue, green, and yellow for 2024/2025.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Students with Disabilities scored in the red for ELA. Students with Disabilities and Socioeconomically Disadvantaged students scored in the orange for math.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Based on CAASPP scores, math will be a focus for our school and district for the 2024/2025 school year.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Rescue Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.8%	0.80%	1.35%	4	4	7
African American	1.21%	1.20%	1.54%	6	6	8
Asian	1.61%	1.99%	1.93%	8	10	10
Filipino	1.01%	0.40%	0.39%	5	2	2
Hispanic/Latino	12.47%	12.15%	12.72%	62	61	66
Pacific Islander	0.2%	0.40%	0.39%	1	2	2
White	82.29%	82.67%	80.92%	409	415	420
Two or More Races	0.4%	0.40%	0.77%	2	2	4
Not Reported	0%	%	%	0		
Total Enrollment				497	502	519

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten		40	48
Kindergarten	97	60	76
Grade 1	88	74	67
Grade 2	71	89	79
Grade3	73	77	91
Grade 4	90	76	84
Grade 5	78	90	80
Total Enrollment	497	502	525

Conclusions based on this data:

1. Rescue Elementary has gained students every year since 2022.
2. The two largest student groups are White and Hispanic/Latino.
3. As of Fall 2025, current enrollment is 516 students, which is 9 less than last year.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	10	10	10	2.0%	2.0%	1.9%
Fluent English Proficient (FEP)	11	10	11	2.2%	2.0%	2.1%

Conclusions based on this data:

1. It can be concluded from this data that Rescue Elementary School is a fairly homogeneous group of students that has a population that is holding steady. During the reporting period, Rescue Elementary school provided educational service to 519 students.
2. It can also be concluded that we have students who fall in 2% of the focus group populations with white students being the highest percentage.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	74	78	91	72	74	87	72	74	87	97.3	94.9	95.6
Grade 4	90	79	84	90	72	80	90	72	80	100.0	91.1	95.2
Grade 5	75	90	80	71	89	71	71	89	71	94.7	98.9	88.8
All Grades	239	247	255	233	235	238	233	235	238	97.5	95.1	93.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2487.	2500.	2477.	50.00	52.70	48.28	19.44	27.03	24.14	22.22	13.51	18.39	8.33	6.76	9.20
Grade 4	2493.	2511.	2519.	34.44	33.33	53.75	25.56	29.17	15.00	24.44	27.78	20.00	15.56	9.72	11.25
Grade 5	2548.	2515.	2565.	35.21	32.58	45.07	32.39	20.22	30.99	23.94	24.72	11.27	8.45	22.47	12.68
All Grades	N/A	N/A	N/A	39.48	39.15	49.16	25.75	25.11	23.11	23.61	22.13	16.81	11.16	13.62	10.92

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	37.50	31.08	37.93	54.17	66.22	55.17	8.33	2.70	6.90
Grade 4	24.44	22.22	37.50	66.67	66.67	56.25	8.89	11.11	6.25
Grade 5	23.94	29.21	36.62	71.83	53.93	53.52	4.23	16.85	9.86
All Grades	28.33	27.66	37.39	64.38	61.70	55.04	7.30	10.64	7.56

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	26.76	36.49	20.69	61.97	56.76	70.11	11.27	6.76	9.20
Grade 4	20.22	23.61	32.50	62.92	66.67	56.25	16.85	9.72	11.25
Grade 5	25.35	24.72	38.03	64.79	53.93	57.75	9.86	21.35	4.23
All Grades	23.81	28.09	29.83	63.20	58.72	61.76	12.99	13.19	8.40

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	27.78	32.43	19.54	65.28	60.81	67.82	6.94	6.76	12.64
Grade 4	21.11	20.83	11.25	73.33	73.61	86.25	5.56	5.56	2.50
Grade 5	15.49	8.99	22.54	78.87	82.02	71.83	5.63	8.99	5.63
All Grades	21.46	20.00	17.65	72.53	72.77	75.21	6.01	7.23	7.14

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	38.89	45.95	44.83	56.94	50.00	41.38	4.17	4.05	13.79
Grade 4	17.78	22.22	37.50	72.22	69.44	55.00	10.00	8.33	7.50
Grade 5	23.94	23.60	28.17	74.65	62.92	60.56	1.41	13.48	11.27
All Grades	26.18	30.21	37.39	68.24	60.85	51.68	5.58	8.94	10.92

Conclusions based on this data:

1. In the spring of 2025, 238 students took the CAASPP test. The overall scores show that 72.27% of Rescue Elementary students met or exceeded standards on the English Language Arts portion of the CAASPP test. This is an increase of 8.01% from the last reported result in the 2023-2024 school year

Overall year-over-year performance

The 5th grade students were the highest-performing group when compared against all grades in the area of English Language Arts with 76.06% of students meeting or exceeding standards.

The 3rd grade students were the next highest-performing group when compared against all grades in the area of English Language Arts with 75.31% of students meeting or exceeding standards.

The 4th grade students were the lowest-performing group when compared against all grades in the area of English Language Arts with 68.75% of students meeting or exceeding standards.

2. In the spring of 2025, Rescue Elementary students took the CAASPP test. Claim data was provided to illustrate areas of strength and areas of focus based on student performance.

CLAIMS

Across all grade levels, students performed the strongest in the Research and Inquiry Claim. The Research and Inquiry Claim also had the highest number of students in the “Below Standard” level.

When looking at the claim categories :

3rd grade students performed better in the Reading claim when compared against all grade levels.

5th grade students performed better in the Writing claim when compared against all grade levels.

5th grade students performed better in the Listening claim when compared against all grade levels.

3rd grade students performed better in the Research and Inquiry claims when compared against all grade levels.

3. In the spring of 2025, Rescue Elementary students took the CAASPP test. Using the test results, we can see the following cohort data as compared to 2023-24.

Cohort Performance

When compared to the prior year (2023-2024), the same group of students declined in their overall performance from their 3rd grade to their 4th grade year in English Language Arts by 10.98% to reach 68.75% of students meeting or exceeding standards.

When compared to the prior year (2023-2024), the same group of students improved in their overall performance from their 4th grade to their 5th grade year in English Language Arts by 13.59% to reach 76.06% of students meeting or exceeding standards.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	74	78	91	72	74	86	72	74	86	97.3	94.9	94.5
Grade 4	90	79	84	90	72	81	90	72	80	100.0	91.1	96.4
Grade 5	75	90	80	70	88	70	70	88	70	93.3	97.8	87.5
All Grades	239	247	255	232	234	237	232	234	236	97.1	94.7	92.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2507.	2536.	2500.	48.61	70.27	55.81	37.50	22.97	24.42	8.33	2.70	9.30	5.56	4.05	10.47
Grade 4	2503.	2520.	2510.	24.44	33.33	35.00	37.78	33.33	33.75	27.78	27.78	21.25	10.00	5.56	10.00
Grade 5	2551.	2513.	2551.	34.29	23.86	38.57	27.14	28.41	20.00	30.00	23.86	28.57	8.57	23.86	12.86
Grade 11															
All Grades	N/A	N/A	N/A	34.91	41.45	43.64	34.48	28.21	26.27	22.41	18.38	19.07	8.19	11.97	11.02

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	65.28	77.03	60.47	27.78	20.27	29.07	6.94	2.70	10.47
Grade 4	30.00	45.83	35.00	57.78	43.06	48.75	12.22	11.11	16.25
Grade 5	30.00	23.86	35.71	55.71	51.14	47.14	14.29	25.00	17.14
Grade 11									
All Grades	40.95	47.44	44.49	47.84	38.89	41.10	11.21	13.68	14.41

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	44.44	64.86	43.02	48.61	31.08	45.35	6.94	4.05	11.63
Grade 4	24.44	37.50	31.25	64.44	50.00	56.25	11.11	12.50	12.50
Grade 5	22.86	17.05	31.43	71.43	64.77	58.57	5.71	18.18	10.00
All Grades	30.17	38.46	35.59	61.64	49.57	52.97	8.19	11.97	11.44

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	50.00	62.16	55.81	43.06	35.14	38.37	6.94	2.70	5.81
Grade 4	27.78	33.33	32.50	64.44	58.33	56.25	7.78	8.33	11.25
Grade 5	28.57	19.32	30.00	62.86	59.09	55.71	8.57	21.59	14.29
All Grades	34.91	37.18	40.25	57.33	51.28	49.58	7.76	11.54	10.17

Conclusions based on this data:

1. In the spring of 2025, 237 Rescue Elementary students took the CAASPP test. The overall scores show that 69.91% of Rescue Elementary students met or exceeded standards on the Math portion of the CAASPP test. This is an increase of .25% from the last reported result in the 2023-2024 school year

Overall year-over-year performance

The 3rd grade students were the highest-performing group when compared against all grades in the area of Math with 80.23% of students meeting or exceeding standards.

The 4th grade students were the next highest-performing group when compared against all grades in the area of Math with 68.75% of students meeting or exceeding standards.

The 5th grade students were the lowest-performing group when compared against all grades in the area of Math with 58.57% of students meeting or exceeding standards

2. In the spring of 2025, Rescue Elementary students took the CAASPP test. Claim data was provided to illustrate areas of strength and areas of focus based on student performance.

CLAIMS

Across all grade levels, students performed the strongest in the Concepts and Procedures Claim. The Concepts and Procedures Claim also had the highest number of students in the "Below Standard" level.

When looking at the claim categories, 3rd grade students performed better in the Concept and Procedures Claim when compared against all grade levels.

3rd grade students performed better in the Concepts and Procedures Claim when compared against all grade levels.

3rd grade students performed better in the Problem Solving & Modeling/Data Analysis Claim when compared against all grade levels.

3rd grade students performed better in the Communicating Reasoning Claims when compared against all grade levels.

3. In the spring of 2025, Rescue Elementary students took the CAASPP test. Using the test results, we can see the following cohort data as compared to 2023-24.

Cohort Performance

When compared to the prior year (2023-2024), the same group of students declined in their overall performance from their 3rd grade to their 4th grade year in Math by 24.49% to reach 68.75% of students meeting or exceeding standards.

When compared to the prior year (2023-2024), the same group of students declined in their overall performance from their 4th grade to their 5th grade year in Math by 8.09% to reach 58.57% of students meeting or exceeding standards.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	4	*
1	*		*	*		*	*		*	4		*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*		*	*		*	*		*	*		*
All Grades										11	8	10

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*		*	*		*	*		*	*		*	*		*
All Grades	45.45	*	*	36.36	*	*	9.09	*	*	9.09	*	*	11	*	*

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*		*	*		*	*		*	*		*	*		*
All Grades	54.55	*	*	36.36	*	*	0.00	*	*	9.09	*	*	11	*	*

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		*	*		*	*		*	*		*	*		*	*
1	*		*	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*		*	*		*	*		*	*		*	*		*
All Grades	36.36	*	*	36.36	*	*	9.09	*	*	18.18	*	*	11	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*		*	*		*	*		*	*		*
All Grades	63.64	*	*	27.27	*	*	9.09	*	*	11	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*		*	*		*	*		*	*		*
All Grades	27.27	*	*	63.64	*	*	9.09	*	*	11	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*		*	*		*	*		*	*		*
All Grades	36.36	*	*	45.45	*	*	18.18	*	*	11	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*		*	*		*	*		*	*		*
All Grades	45.45	*	*	36.36	*	*	18.18	*	*	11	*	*

Conclusions based on this data:

1. The ELPAC was administered to 10 students during the 2024-2025 school year.
2. There were not enough students in any grade level to show grade level data therefore we are not able to make any comparisons based on this data.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
519	24.7%	1.9%	0.2%
Total Number of Students enrolled in Rescue Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	10	1.9%
Foster Youth	1	0.2%
Homeless	2	0.4%
Socioeconomically Disadvantaged	128	24.7%
Students with Disabilities	62	11.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	1.5%
American Indian	7	1.3%
Asian	10	1.9%
Filipino	2	0.4%
Hispanic	66	12.7%
Two or More Races	4	0.8%
Pacific Islander	2	0.4%
White	420	80.9%

Conclusions based on this data:

1. Rescue Elementary has a low socioeconomic population of 24.7%. 11.9% of the student population is classified as Students with Disabilities and receive special education services.

2. Rescue Elementary is 80.9% White with the second largest majority being Hispanic at 12.7%.

School and Student Performance Data

Overall Performance

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



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Yellow	Suspension Rate  Orange
Mathematics  Green		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. Academic Performance
- Under the Academic Performance Indicator, student performance data indicates that they performed in the Blue category or the Highest level in English Language Arts and Green category or the High level in Mathematics for the 2024-25 school year.

2. Academic Engagement
Under the Academic Engagement Indicator, student performance data indicates that the Chronic Absenteeism level is in the Yellow category or the Medium level based on state criteria for the 2024-25 school year.
3. Conditions & Climate
Under the Conditions & Climate Indicator, school performance data indicates that the Suspension Rate level is in the Orange category or low performing level based on state criteria for the 2024-25 school year.

School and Student Performance Data

Academic Performance English Language Arts

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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Blue 48.7 points above standard Increased 10.2 points 237 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  Yellow 19.7 points below standard Increased 4.6 points 58 Students

Students with Disabilities  Red 87.1 points below standard Declined 31 points 35 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  No Performance Color 21.2 points above standard Maintained -2.9 points 22 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Blue 51.4 points above standard Increased 11 points 203 Students

Conclusions based on this data:

- Overall Performance**
The English Language Arts Performance Indicator demonstrates that in the All Students category, students scored at the Blue category or the Highest level based on state criteria for the 2024-25 school year.
- Student Group Performance**
The English Language Arts Data Comparisons for Socioeconomically Disadvantaged and Students with Disabilities indicates that: Socioeconomically Disadvantaged Students scored in the Yellow level which is 19.7 points below standard. This is based on the data for 58 students. Students with Disabilities scored in the red level which is 87.1 points below average.
- Race/Ethnicity**
The English Language Arts Performance by Race/Ethnicity Indicator demonstrates that: Students in the White Student Group scored in the Blue performance level which is 51.4 points above standard. This is based on the data for 203 students.

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

School and Student Performance Data

Academic Performance Mathematics

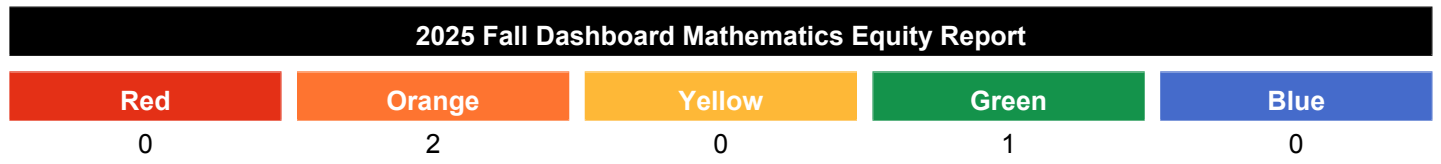
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 32.6 points above standard Declined 4.7 points 237 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  Orange 25.6 points below standard Maintained 1.7 points 58 Students

Students with Disabilities  Orange 92.9 points below standard Declined 32.2 points 35 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  No Performance Color 31.9 points above standard Increased 4 points 22 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Green 31.6 points above standard Declined 7.5 points 203 Students

Conclusions based on this data:

1. The Mathematics Performance Indicator demonstrates that in the All Students category, students scored at the Green category based on state criteria for the 2024-25 school year.
2. **Student Group Performance**
The Mathematics Data Comparisons for Socioeconomically Disadvantaged and Students with Disabilities indicates that: Socioeconomically Disadvantaged Students scored in the Orange level which is 25.6 points below standard. This is based on the data for 58 students. Students with Disabilities Students scored in the Orange level which is 92.69 points below standard. This is based on the data for 35 students.
3. **Race/Ethnicity**
The Mathematics Performance by Race/Ethnicity Indicator demonstrates that: Students in the White Student Group scored in the Green performance level which is 31.6 points above standard. This is based on the data for 203 students.

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

School and Student Performance Data

Academic Performance Science

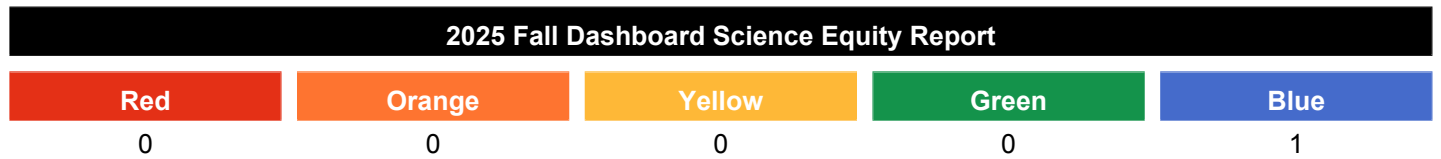
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Blue 67.3 science points Increased 11.3 points 76 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  No Performance Color 50.5 science points Increased 9.7 points 20 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 67.1 science points Increased 10.3 points 68 Students

Conclusions based on this data:

1. Students scored in the Blue Category which is the highest rating. out of 76 students, 67.3% were above the standard.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color making progress. Number Students: 8 Students	 No Performance Color making progress. Number Students: 0 Students

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.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

- English Learner numbers have no performance data provided.
- The RUSD English Language Coordinator is meeting with teachers to provide strategies and materials to support them in delivering integrated instruction to EL students within the classroom setting.

School and Student Performance Data

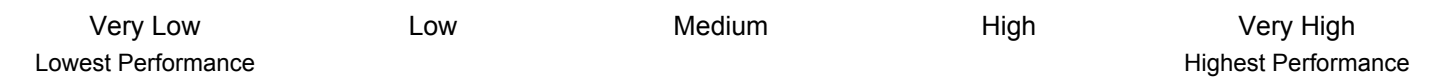
Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- This page is not applicable for elementary schools.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

9.9% Chronically Absent

Maintained -0.2

537 Students

English Learners



No Performance Color

16.7% Chronically Absent

Declined 6.4

12 Students

Long-Term English Learners

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

4 Students

Socioeconomically Disadvantaged



Yellow

19.9% Chronically Absent

Declined 7.2

141 Students

Students with Disabilities  Orange 15.6% Chronically Absent Increased 2.7 77 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students
Asian  No Performance Color 9.1% Chronically Absent Maintained 0 11 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Yellow 18.1% Chronically Absent Declined 1 72 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Orange 9% Chronically Absent Increased 0.8 431 Students

Conclusions based on this data:

- Overall Performance**
The Chronic Absenteeism Indicator demonstrates that in the All Students category, students scored in the Yellow category or the Medium performance level as 9.9 percent of students out of a total of 537 students were considered chronically absent based on state criteria for the 2024-25 school year.
- The Chronic Absenteeism Indicator demonstrates that in the Student Group category, socioeconomically disadvantaged students scored in the Yellow category or the medium level as 19.1 percent of students out of a total of 141 students were considered chronically absent based on state criteria for the 2024-25 school year.
The Chronic Absenteeism Indicator demonstrates that in the Student Group category, Students With Disabilities students scored in the Orange category or the Low level as 15.6 percent of students out of a total of 77 students were considered chronically absent based on state criteria for the 2024-25 school year.
- Race/Ethnicity**
The Chronic Absenteeism Indicator in the Race/Ethnicity category demonstrates the following:
Students in the White Student Group scored in the Orange category or the Low level as 9 percent of students out of a total of 435 students were considered chronically absent based on state criteria for the 2024-25 school year.
Students in the Hispanic Student Group scored in the Yellow category as 18.1 percent of students out of a total of 72 students were considered chronically absent based on state criteria for the 2024-25 school year.
*There were other student groups that did not receive a performance level score due to having less than the state minimum number of students enrolled based on state criteria.



School and Student Performance Data

Academic Engagement Graduation Rate

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

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

- 1.** This page is not applicable for elementary schools.

School and Student Performance Data

Conditions & Climate Suspension Rate

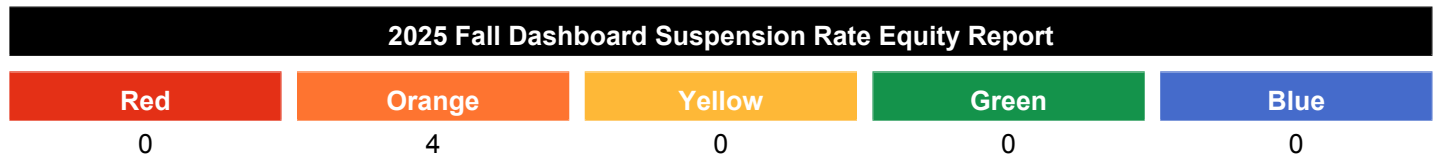
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 1.7% suspended at least one day Increased 1.3% 540 Students	English Learners  No Performance Color 0% suspended at least one day Maintained 0% 12 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged  Orange 4.2% suspended at least one day Increased 4.2% 144 Students

Students with Disabilities  Orange 2.6% suspended at least one day Increased 2.6% 78 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students
Asian  No Performance Color 0% suspended at least one day Maintained 0% 11 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Orange 1.4% suspended at least one day Increased 1.4% 74 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Orange 1.9% suspended at least one day Increased 1.4% 432 Students

Conclusions based on this data:

- Overall Performance**
The Suspension Rate Indicator demonstrates that in the All Students category, students scored in the Orange category as 1.7 percent of students out of a total of 540 students were suspended at least one day during the 2024-25 school year. This scoring is based on state criteria.
- Student Group Performance**
The Suspension Rate Indicator demonstrates that in the Student Group category, socioeconomically disadvantaged students scored in the Orange category as 4.2 percent of students out of a total of 144 students were suspended at least one day during the 2024-25 school year. This scoring is based on state criteria.
The Suspension Rate Indicator demonstrates that in the Student Group category students with disabilities scored in the Orange category. 2.6 percent of students out of a total of 78 students were suspended at least one day during the 2024-25 school year. This scoring is based on state criteria.
- The Suspension Rate Indicator in the Race/Ethnicity category demonstrates the following: (List the data for student groups that have a performance level)**

Students in the White Student Group scored in the Orange category as 1.9 percent of students out of a total of 432 students were suspended at least one day during the 2024-25 school year. This scoring is based on state criteria.

Students in the Hispanic Student Group scored in the Orange, as 1.4 percent of students out of a total of 74 students were suspended at least one day during the 2024-25 school year. This scoring is based on state criteria.

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

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Educational Services

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Rescue Elementary will be focusing on supporting Students with Disabilities with their ELA CAASPP Performance.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarter Balanced Assessment Results	In the spring of 2025, 72.27% of 238 students met or exceeded standards on the English Language Arts portion of the CAASPP test. This is an increase of 7.66% from the last reported result in the 2023-2024 school year. In the spring of 2025, 69.91% of 238 students met or exceeded standards on the math portion of the CAASPP test. This is a increase of 0.25% from the last reported result in the 2023-2025 school year. In Spring of 2025 40% of Students with Disabilities scored advance proficient.	We have a goal to increase our school-wide performance by 2% in language arts, 4% in math, and 5% for Students wit Disabilities for the 2025-2026 school year.
District Benchmark Assessment Results	English Language Arts 2025 First Trimester: First Grade- In 1st grade, 69% of the students met the benchmark for the BPST (Basic Phonics Skills Test). 57%of 1st grade students met the benchmark for HFW (High Frequency Words).	We have a goal to increase our percentage of student proficiency on all District benchmark assessments by 2%.

	Second Grade- 73.4% of our second-grade students met the Acadience Oral Reading Fluency Benchmark and 81.6% of students met the accuracy benchmark. Third Grade- 73.6% of our third-grade students met the Acadience Oral Reading Fluency Benchmark and 73.6% met the accuracy benchmark. Fourth Grade- 70.8% of our fourth grade students met the Acadience Oral Reading Fluency Benchmark and 69% met the accuracy benchmark. Fifth Grade- 75.9% of our fifth grade students met the Acadience Oral Reading Fluency Benchmark and 80.7% met the accuracy benchmark. Mathematics: Third Grade- 90% of our third grade students performed Above or On Grade Level on the IXL Diagnostic Assessment demonstrating mastery of math standards. Fourth Grade- 87% of our fourth grade students performed Above or On Grade Level on the IXL Diagnostic Assessment demonstrating mastery of math standards. Fifth Grade- 68% of our fifth grade students performed Above or On Grade Level on the IXL Diagnostic Assessment demonstrating mastery of math standards.	
Accelerated Reader Star Reading Test 2024	Accelerated Reader (Star Reading Test) In the fall of 2024, the following percentages of students were At or Above, On Watch, Intervention, or Urgent Intervention levels at the start of the school year. 1st Grade: At or Above Benchmark - 62% On Watch - 20% Intervention - 7% Urgent Intervention - 11% 2nd Grade: At or Above Benchmark - 59% On Watch - 20% Intervention - 17% Urgent Intervention - 4% 3rd Grade:	We have a goal to improve our percentage of students performing At or Above Benchmark by 15% by the end of the 2024-2025 school year.

	At or Above Benchmark - 75% On Watch - 16% Intervention - 3% Urgent Intervention - 6% 4th Grade: At or Above Benchmark - 68% On Watch - 17% Intervention - 5% Urgent Intervention - 10% 5th Grade: At or Above Benchmark - 69% On Watch - 20% Intervention - 10% Urgent Intervention - 1%	

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Alignment of Instruction with Content Standards: Rescue Elementary School will utilize district adopted, standards-aligned language arts and math curriculum, and California Standards instruction will be supplemented with a variety of resources as needed. Students will continue to participate in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through guided reading techniques. Students will participate in Step Up to Writing Common Core Edition activities designed to address all stages of the writing process. Students will improve their writing skills through this program. Teachers will continue to implement the Next Generation Science Standards (NGSS) into their instruction using Twig Science material.	All Students	10,000 Professional Development Block Grant
1.2	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 (Rtl), 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,	All Students	2444.17 District Funded 1000-1999: Certificated Personnel Salaries Trimester Assessment Days (Sub Costs) 1600.22 Site Formula Funds 1000-1999: Certificated Personnel Salaries Kindergarten Assessment Day 11956.28 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Kindergarten Intervention Paraeducator 61830.93

	will be provided to increase student engagement and assist students in advancing their learning. Before school tutoring is provided for EL students that need support in ELA and math skills. The ELPAC assessment will be given to English Learners annually to determine the mastery of English Language skills and what instructional support is needed. Technology, including Chromebooks and iPads, will be used to further engage students and extend students' ability to access content and demonstrate understanding.		LCFF - Supplemental 2000-2999: Classified Personnel Salaries Kindergarten Classroom Paraeducators 12798.46 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Transitional Kindergarten Classroom Paraeducator 46381 Title I 2000-2999: Classified Personnel Salaries Reading/Math Paraeducators 0 District Funded 1000-1999: Certificated Personnel Salaries EL Morning Tutoring 0 District Funded 4000-4999: Books And Supplies ESGI License 0 District Funded 4000-4999: Books And Supplies Jupiter Grades License
1.3	Extended Learning Time, Increased Educational Opportunity & Support Services: Rescue Elementary School will provide extended learning time and increased educational opportunities for students. Such opportunities will include access to online programs including Raz Kids, Reflex Math, Typing Agent, IXL Math, and, Khan Academy. Field trips, coinciding with areas of study and aligned to the California State Standards, will be provided to further enhance students' learning. Students will have the opportunity to participate in our STEAM Makerspace where they experience levels of inquiry and discovery while developing technology and tactile skills. Visual and performing arts productions will occur and students will have the option to learn to play a musical instrument and participate in an Art program. Extracurricular learning opportunities, such as Nature Bowl, the El Dorado County Spelling Bee, Oral Interpretation, student band performances, and enrichment clubs. All students have the opportunity to visit the school library weekly. There, they are able to check out books relating to their interests and appropriate reading level. Students participate in the Accelerated Reader program as well as "I Love Reading Week" to promote literacy for all.	All Students	3000 Site Formula Funds 4000-4999: Books And Supplies Reflex Math 2250 Site Formula Funds 4000-4999: Books And Supplies IXL Math Licenses 1580 Site Formula Funds 1000-1999: Certificated Personnel Salaries Enrichment Club 729 Site Formula Funds 1000-1999: Certificated Personnel Salaries Spelling Bee 328 Site Formula Funds 1000-1999: Certificated Personnel Salaries Oral Interpretation 228 Site Formula Funds 1000-1999: Certificated Personnel Salaries Nature Bowl

			1,100 District Funded 4000-4999: Books And Supplies Accelerated Reader 13000 District Funded None Specified Art Program/Teacher 6000 Professional Development Block Grant 5000-5999: Services And Other Operating Expenditures
1.4	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.	All Students	0 District Funded 5000-5999: Services And Other Operating Expenditures Site Formula Funds 5000-5999: Services And Other Operating Expenditures 500 Site Formula Funds 2000-2999: Classified Personnel Salaries Instructional Assistant Meetings/Trainings \$3500 Site Formula Funds 5000-5999: Services And Other Operating Expenditures Responsive Classroom
1.5	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.	All Students	
1.7			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

In Spring 2024, the schoolwide ELA proficiency (at or above standard) was 64.6%, with a goal set for an 6% gain in Spring 2025, targeting a proficiency level of 70.6%. However, the Spring 2025 results showed an increase, with schoolwide ELA proficiency at 72.27%, representing a 7.67% increase from the previous year.

In Spring 2024, the schoolwide Math proficiency (at or above standard) was 69.66%, with a goal set for a 5% gain in Spring 2025, targeting a proficiency level of 74.66%. The Spring 2025 results showed a slight improvement, with schoolwide Math proficiency reaching 69.91%, reflecting a 0.25% increase from the previous year. Rescue Elementary was able to make limited progress toward this goal, but mostly remained consistent.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The Rescue Elementary budget remained stable, with expenditures aligning closely with expectations. Only small variations were observed, indicating effective financial planning and resource management throughout the fiscal year.

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

Rescue Elementary School is enhancing student reading using Really Great Reading intervention groups. Based on student data analysis from the 1st benchmark. Students will be selected to participate in small group RGR intervention workshops 3 days a week in the afternoon. Data will be kept on these student to measure progress throughout the year. Once student show improvement, they will graduate the program and new students will be moved in.

Six Rescue Elementary staff will attend the "Responsive Classroom training in February. Staff member's that attend the training will bring information back to the entire staff.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Safe, clean, student-centered learning environments.

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 to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Rescue Elementary will be focusing on supporting Students with Disabilities with their ELA CAASPP Performance.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey	The survey indicated that 97.5% of students surveyed feel safe at school most or all of the time. 100% of students reported a high level of caring and support by staff members towards students. 100% of students reported that the school teaches students to care about each other and treat each other with respect.	For the remainder 2025-26 School year, the goal is to maintain a high level of students feeling safe at school. 100% of students will report a high level of caring and support by a staff member towards students. 100% will report that school teachers students to care about each other and treat each other with respect.
LCAP Survey	The survey indicated that 92.3% of parents surveyed agree/strongly agree that Rescue Elementary is a safe place for their child. 96.9% of all parents surveyed agree/strongly agree that Rescue Elementary has adults who really care about students.	Parents agree/strongly agree that their child's school is a safe place will increase by 2% Parents agree/strongly agree that school staff really care about students will increase by 1%
Aeries Discipline and Attendance Report	According to Aeries reports, Rescue Elementary's average suspension rate during 2025 was 1.7%, an increase of 1.3% from the previous year. Chronic	Rescue Elementary's average suspension rate will try to be below 1% for the 2024-25 school year. Average attendance rate will likely decrease

	Absenteeism for 2024-202 decreased from 10.1% to 9.9%.	due to active engagement with families.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	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.	All Students	
2.2	School Climate & Community Building: Rescue Elementary School will work to ensure that all students feel connected to school and that their social, emotional, and behavioral needs are met. The Positive Behavioral Interventions and Supports (PBIS) framework will be used to create systems that teach students appropriate behaviors for locations throughout the school. The school's PBIS team will develop tiered interventions to reward positive behaviors and respond to challenging conduct. Trauma Informed Practices will be used to help de-escalate trauma induced or trauma influenced behaviors as well as engage detached or hypo-aroused students. Explicit character education will also occur. A school counselor will be available five days per week to assist students with mental health needs. Individual counseling, small group sessions, and whole class instruction will be provided. School assemblies will be provided to celebrate student achievement and offer social development and enrichment. The California Healthy Kids Survey will be administered to students in 5th grade and the results will be analyzed by the site leadership team to determine additional areas for growth.	All Students	2500 Foundation A Touch of Understanding Assembly from Latrobe Foundation 500 Site Formula Funds None Specified Puppet Arts Theater 1500 Donations 0000: Unrestricted Playground Equipment None Specified None Specified

2.3	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.	All Students	6000 District Funded 5800: Professional/Consulting Services And Operating Expenditures Responsive Classroom Training 500 Site Formula Funds 2000-2999: Classified Personnel Salaries Yard Supervisor Meetings

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Rescue Elementary creates a safe environment through clear discipline, vigilant staff observation, and a proactive approach to safety. Character lessons teach respect and kindness, while community events strengthen connections between students, families, and staff. Together, these efforts ensure a secure and supportive school atmosphere.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The Rescue Elementary budget remained stable, with expenditures aligning closely with expectations. Only small variations were observed, indicating effective financial planning and resource management throughout the fiscal year.

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

Rescue Elementary will continue practicing the same proven safety routines that have earned high positive feedback on surveys, ensuring a secure and welcoming environment for all students. With the addition of the newly remodeled multipurpose room, the school plans to host more community events, fostering stronger connections among students, families, and staff. These efforts will further enhance the sense of belonging and collaboration within the Rescue Elementary community.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Technical Infrastructure and Support Systems

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	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 2025-26 school year, Professional Development opportunities will be offered to classified staff in the areas of writing, Step up to Writing Training was offered to all staff members 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 2025-26 Facility Inspection Tool.
Williams Act/Uniform Complaints	No Williams Act/Uniform Complaints were received during the 2024-2025 school year.	If received during the 2025-2026 school year, 100% of Williams Act/Uniform Complaints will be promptly addressed and necessary deficits will be corrected.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Staff Collaboration & Professional Development: Rescue Elementary School will provide non-instructional staff including secretaries and custodians with support and opportunities for job-	All Students	District Funded 2000-2999: Classified Personnel Salaries Secretary Trainings

	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.		District Funded 2000-2999: Classified Personnel Salaries Custodial Trainings
3.2	Facilities & Technology Infrastructure: Rescue Elementary School will provide facilities, technology, furniture, and supplies that maximize the effectiveness of school operations. The school, working in conjunction with the RUSD Maintenance and Operations Department, will use the Facilities Inspection Tool (FIT) to determine areas for facility improvement. Improvements deemed necessary will be communicated to RUSD Maintenance personnel. We will engage in school beautification projects such as rebuilding the garden with the support of our PTC.	All Students	1000 Site Formula Funds 5000-5999: Services And Other Operating Expenditures playground equipment 1000 Site Formula Funds 5000-5999: Services And Other Operating Expenditures Science Equipment None Specified None Specified

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

In the 2024-2025 school year, Rescue Elementary staff benefited from receiving Step up to Writing training, which is designed to support teachers in effectively teaching specific paragraph writing strategies. Step Up to Writing training helps teachers use a clear, consistent framework for teaching writing so students understand how to organize their ideas. It provides practical strategies, color-coding, and scaffolds that make writing expectations clear across grade levels. Teachers gain tools to explicitly teach planning, sentence structure, and revision, which supports students at all skill levels. As a result, student writing becomes more organized, detailed, and confident over time.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The Rescue Elementary budget remained stable, with expenditures aligning closely with expectations. Only small variations were observed, indicating effective financial planning and resource management throughout the fiscal year.

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

Rescue Elementary will continue to prioritize staff development by offering Step up to writing and Math Institute training for teacher. These programs provide educators with effective, research-based strategies to enhance writing and math instruction. Step Up to Writing helps teachers guide students in organizing and expressing their thoughts clearly, improving writing skills across all subjects. The Math Institute training equips teachers with innovative approaches to teaching math, ensuring students develop a strong foundation in problem-solving and critical thinking. By investing in

these professional development opportunities, Rescue Elementary aims to improve student performance and foster a supportive, high-quality learning environment.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 6

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 7

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 8

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 9

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 10

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$83436.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$192,226.06
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$46,381.00

Subtotal of additional federal funds included for this school: \$46,381.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
District Funded	\$22,544.17
Donations	\$1,500.00
Foundation	\$2,500.00
LCFF - Supplemental	\$86,585.67
Professional Development Block Grant	\$16,000.00
Site Formula Funds	\$16,715.22

Subtotal of state or local funds included for this school: \$145,845.06

Total of federal, state, and/or local funds for this school: \$192,226.06

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
District Funded	22,544.17
Donations	1,500.00
Foundation	2,500.00
LCFF - Supplemental	86,585.67
Professional Development Block Grant	16,000.00
Site Formula Funds	16,715.22
Title I	46,381.00

Expenditures by Budget Reference

Budget Reference	Amount
	2,500.00
0000: Unrestricted	1,500.00
1000-1999: Certificated Personnel Salaries	6,909.39
2000-2999: Classified Personnel Salaries	133,966.67
4000-4999: Books And Supplies	6,350.00
5000-5999: Services And Other Operating Expenditures	11,500.00
5800: Professional/Consulting Services And Operating Expenditures	6,000.00
None Specified	13,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	2,444.17

4000-4999: Books And Supplies	District Funded	1,100.00
5000-5999: Services And Other Operating Expenditures	District Funded	0.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	6,000.00
None Specified	District Funded	13,000.00
0000: Unrestricted	Donations	1,500.00
	Foundation	2,500.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	86,585.67
	Professional Development Block Grant	10,000.00
5000-5999: Services And Other Operating Expenditures	Professional Development Block Grant	6,000.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	4,465.22
2000-2999: Classified Personnel Salaries	Site Formula Funds	1,000.00
4000-4999: Books And Supplies	Site Formula Funds	5,250.00
5000-5999: Services And Other Operating Expenditures	Site Formula Funds	5,500.00
None Specified	Site Formula Funds	500.00
2000-2999: Classified Personnel Salaries	Title I	46,381.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	179,226.06
Goal 2	11,000.00
Goal 3	2,000.00

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Daniel Hedman	Parent or Community Member
Todd McGinnis	Principal
Taylor Klunk	Other School Staff
Anjelica Garcia	Classroom Teacher
Heather Maurer	Classroom Teacher
Brynn Reynlib	Parent or Community Member
Jenny Hedman	Parent or Community Member
Donna Martin	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

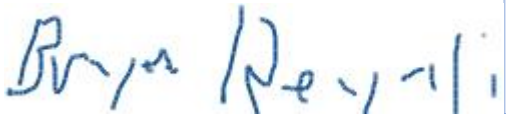
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 2/1/2021.

Attested:



Principal, Todd McGinnis on 1/22/2024



SSC Chairperson, Brynn Reynlib on 1/22/24

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The 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. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and 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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. 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. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal 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. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable 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.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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 children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - 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.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. 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).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. 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:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. 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.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

Other: Note: SSC serves as the representing advisory committee for Special Ed, and ELAC.

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

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

This SPSA was adopted by the SSC at a public meeting on 01/22/2026.

Attested:




Principal, Michelle Winberg on 01/22/26

SSC Chairperson, Colin Scowcroft on 01/22/26

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

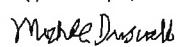
Committee or Advisory Group Name

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 12/8/25.

Attested:

Principal, Molly Griffin on 12/8/25

SSC Chairperson, Michele Driscoll on 12/8/25

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 1/22/2026.

Attested:



Principal, Renee Mallot on 1/22/2026

SSC Chairperson, Shannon Alexander on 1/22/2026

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
 	Principal, Laurisa Stuart on 1-21-2025
	SSC Chairperson, Ben Howard on 1-21-2025

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

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

This SPSA was adopted by the SSC at a public meeting on 1-23-2024.

Attested:

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 12/1/25.

Attested:



Principal, Levi Cambridge on 12/1/25



SSC Chairperson, Brissa Magallanes on 12/1/25

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

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

Attested:



Principal, Vera Rue Morris on 1/27/26



SSC Chairperson, Nita Franks on 1/27/26

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

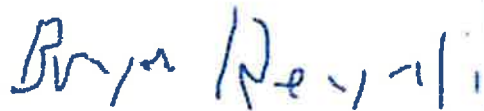
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 2/1/2021.

Attested:



Principal, Todd McGinnis on 1/22/2024



SSC Chairperson, Brynn Reynlib on 1/22/24

Green Valley Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2025-26 School Contact Information

School Name	Green Valley Elementary School
Street	2380 Bass Lake Rd.
City, State, Zip	Rescue, CA 95672
Phone Number	530.677.3686
Principal	Michelle Winberg
Email Address	Mwinberg@rescueusd.org
School Website	
Grade Span	TK-5
County-District-School (CDS) Code	09619786098693

2025-26 District Contact Information

District Name	Rescue Union Elementary School District
Phone Number	530.677.4461
Superintendent	Jim Shoemake
Email Address	jshoemake@rescueusd.org
District Website	www.rescueusd.org

2025-26 School Description and Mission Statement

Green Valley School, home of the Gators, is a TK-5 school which serves a student body of approximately 335 students. We are located in the beautiful foothills on the western slope of the Sierra Nevada Mountains in Rescue, CA. We opened our doors in 1978 and continue to provide a safe, clean and well-maintained facility for our students. We offer a balanced, rigorous instructional program which includes academic challenge as well as intervention and includes a full day kindergarten program. Due to the number of socioeconomically disadvantaged students, Green Valley is a Title I School. We are a high performing Title I school and were recognized as a Gold Ribbon School in 2016. We were also named as an Honor School in the fall of both 2024 and 2025. Our teachers are highly qualified and dedicated to holding both our students and themselves to high standards. Green Valley School also houses a Charter Extended Day program and a State Pre-School from the El Dorado

2025-26 School Description and Mission Statement

County Office of Education.

The educational program is supported by a staff of 15 classroom teachers, a resource specialist, PE teacher, two part-time music teachers and two full time counselors. All 1st-5th grade students receive weekly PE instruction from the PE teacher. Students in grades TK, K, 4th and 5th grade receive weekly music instruction. Students in 1st-3rd grade receive music instruction every other week. 5th grade students also have the opportunity for instrumental instruction. Our district-adopted curricular materials include Benchmark Reading, GO Math, Step-Up to Writing, TWIG Science and Scott Foresman Social Studies, Handwriting Without Tears (K-2), and D'Nealian Handwriting (3-5). ELA instruction is supplemented with SIPPS, Read Live (Naturally), Accelerated Reader, core literature, guided reading, Heggerty, RGR and Sonday. Math instruction is supplemented with ST Math, Reflex Math and IXL. Science instruction is supplemented with Stemsopes and Mystery Science. Academic differentiation is provided through a variety of methods. Strategic and intensive intervention and leveled grouping is provided during our results-driven Intervention Program, which runs 32 weeks out of the school year. Students are grouped according to need. Students who are not in need of intervention receive accelerated instruction during this time. Teachers continue to receive staff development and collaboration time to work on Content Standards. Many of our teachers have been certified in Guided Language Acquisition Development (GLAD) instructional strategies.

Our students are offered many enrichment opportunities which are supported by fundraisers, school donations and our PTO. We offer competitive sports teams for cross country (3-5), volleyball (4-5) and basketball (4-5). Choir is available before school for students in grades 2-5. Dance (TK-5) is offered in the spring. Students have the opportunity to audition and perform in a school-wide talent show. Students can also participate in Student Council (4-5). We also participate in the County wide Spelling Bee. Students in grades 4 and 5 also have the opportunity to participate in Oral Interpretation or be part of our school yearbook club. All grade levels attend field trips, which offer rich opportunities for hands-on, standards-based learning.

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

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

We continue to implement PBIS (Positive Behavior Interventions and Supports) at Green Valley. PBIS is an evidence-based approach for developing positive behavior in students and a positive climate for learning. Students are taught and practice "The Gator Way" which is to Be Respectful, Be Responsible and Be Safe. We have student videos that demonstrate "The Gator Way" in all areas of our school (ie: lunchroom, library, office, field etc.) Students are explicitly taught the expectations for all areas of the school. Students earn Gator Way Tickets for positive behavior. Teaching behavior expectations and rewarding students for following them is a more positive approach than waiting for misbehavior to occur before responding. PBIS establishes a climate in which appropriate behavior is the norm. We also have a PBIS facilitator which allows us to be proactive regarding student behaviors instead of reactive. Character traits are featured each month and lessons are taught surrounding the character trait.

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	81
Grade 1	50
Grade 2	40
Grade 3	59
Grade 4	56
Grade 5	48
Total Enrollment	334

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	53
Male	47
American Indian or Alaska Native	0.9
Asian	1.2
Filipino	0.9
Hispanic or Latino	28.7
Native Hawaiian or Pacific Islander	0.3
Two or More Races	8.7
White	59.3
English Learners	10.8
Foster Youth	0.6
Homeless	3.9
Socioeconomically Disadvantaged	41.9
Students with Disabilities	17.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.8	97.67	168.3	94.01	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1	0.56	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1.8	1	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.4	2.28	2.8	1.6	11953.1	4.28
Unknown/Incomplete/NA	0	0	5	2.82	15831.9	5.67
Total Teaching Positions	19.2	100	179.1	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.1	100	164.3	94.75	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	2	1.15	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0.8	0.46	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2.7	1.56	11746.9	4.23
Unknown/Incomplete/NA	0	0	3.6	2.07	14303.8	5.15
Total Teaching Positions	18.1	100	173.5	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.1	100	159.9	92.57	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	6.4	3.75	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1.1	0.67	12112.8	4.34
Unknown/Incomplete/NA	0	0	5.2	3.01	13705.8	4.91
Total Teaching Positions	18.1	100	172.7	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.40	0	0
Total Out-of-Field Teachers	0.40	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All materials are current, high quality and available to all students.

Year and month in which the data were collected

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Grades K-5	0
Mathematics	K-5 Houghton Mifflin Harcourt: Go Math	0
Science	Twig Science Grades K-5	0
History-Social Science	Scott Foresman History-Social Science for California Grades K-5	0
Health		0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

School buildings and grounds at Green Valley provide a clean, positive environment that is conducive to teaching, instruction and learning. Staff and student restrooms are clean but in need of new flooring. Floors, walls, roofs, and plumbing are maintained on a regular schedule. All efforts to ensure building safety, cleanliness, and adequacy have been successful.

At Green Valley Elementary School we are continually committed to the improvement of the school's facilities. We strive to make the facility as great as it can be. The Kindergarten play area has a new shade cover and new turf in their play area. Our parent teacher organization has funded a garden coordinator for our school which has transformed and revived our school garden. We have an ADA handicapped accessible outdoor lunch table. We were recently able to update our sound system in the Plumb Center. We have a new Transitional kindergarten classroom and Teacher Workroom/Staffroom. This project was completed in the Spring of 2024. We are proud of our school facilities at Green Valley, and it is our desire to continue to improve the campus for our students. We look forward to our upper field being resurfaced and replanted sometime in the near future. The lower campus E wing portables were removed in the Spring of 2024.

School Facility Conditions and Planned Improvements

Solar panels were installed at Green Valley School beginning in the Summer of 2025. The project is now complete.

Year and month of the most recent FIT report	12/22/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		TECH BLDG NEEDS NEW CARPET / E9 IS NOT USED FOR STUDENTS
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		UPPER AND LOWER FIELDS NEED REPAIRS

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	60	64	70	71	47	48
Mathematics (grades 3-8 and 11)	49	54	62	63	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	158	155	98.10	1.90	63.87
Female	92	90	97.83	2.17	64.44
Male	66	65	98.48	1.52	63.08
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	43	43	100.00	0.00	44.19
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	13	92.86	7.14	84.62
White	92	91	98.91	1.09	68.13
English Learners	17	17	100.00	0.00	23.53
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	63	61	96.83	3.17	49.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	29	96.67	3.33	44.83

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	158	155	98.10	1.90	54.19
Female	92	90	97.83	2.17	51.11
Male	66	65	98.48	1.52	58.46
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	43	43	100.00	0.00	48.84
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	13	92.86	7.14	53.85
White	92	91	98.91	1.09	58.24
English Learners	17	17	100.00	0.00	29.41
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	63	61	96.83	3.17	40.98
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	29	96.67	3.33	27.59

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	36.96	45.83	49.66	59.37	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	50	48	96.00	4.00	45.83
Female	29	28	96.55	3.45	42.86
Male	21	20	95.24	4.76	50.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	35	35	100.00	0.00	45.71
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	21	19	90.48	9.52	36.84
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Green Valley Elementary School has an active parent community. We utilize parent volunteers in the classroom on a regular basis. They help with group rotations or classroom events. Parents are actively involved and interested in every aspect of their children's education. Our staff is very grateful for the support we receive from our volunteers.

Parents are an integral part of School Site Council, English Language Advisory Committee and our PTO. The members of these committees are committed to making informed decisions that affect student learning. Green Valley Elementary School's Parent Teacher Organization is an integral part of our school community. They sponsor a variety of activities throughout the school year. These events are well attended. The PTO organizes parent and community volunteers to plan events for our community such as Gators on the Green, the Harvest Festival, Fun Runs, and the Penguin Patch as well as family activity nights. Membership is open to all who are interested in Green Valley School.

Contact Person: Michelle Winberg

Contact Phone No. 530-677-3686

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	347	341	43	12.6
Female	179	177	24	13.6
Male	168	164	19	11.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	98	98	19	19.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	29	29	5	17.2
White	206	202	18	8.9
English Learners	38	37	4	10.8
Foster Youth	--	--	--	--
Homeless	17	17	5	29.4
Socioeconomically Disadvantaged	155	149	30	20.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	74	74	6	8.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.34	1.37	1.15	1.57	1.54	2.13	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.03	0	0.03	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.15	0.00
Female	1.12	0.00
Male	1.19	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.06	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.49	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.94	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.05	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

A positive learning environment is fundamental to an effective school. All students are encouraged to be respectful, be responsible and to be safe. Gator Manners are modeled and promoted by all staff. Staff members work to teach our students how to "fill buckets," by treating others with kindness. Measures to deal with discipline, tardiness and truancy are an important part of our program. There are many encouraging and motivating activities taking place in the school. School-wide positive incentives include awards assemblies, citizenships awards and the use of Gator Tickets. Gator Way Tickets are given to students who demonstrate the Gator Way (Respectful, Responsible, Safe) both in and out of the classroom. Gator Way Tickets are used by students to "purchase" rewards of their choice such as reading a story to another class, games with the principal etc. Recess activities are provided (ex. Drawing Club, Game Day, Music Mania, Intramural Games and School Community Service) to allow our students more choices for free time and peer interaction. Our student leadership program offers leadership skill building and opportunities to provide service.

We currently have two full-time custodians. Policies are in place regarding campus safety so that during recess and lunch periods adequate supervision is provided to protect the students. Fire drills are conducted monthly as part of our disaster preparedness plan; lockdown and duck and cover drills are also held at least twice each year. All efforts to ensure building safety, cleanliness, and adequacy have been successful. Green Valley School Site Council has implemented a Site Safety Plan whose two major goals this year are to provide a positive school climate modeled by staff and students and provide a physically safe environment. The plan is reviewed annually and updated as needed.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	4	0	
1	21	0	3	
2	24	0	2	
3	23	0	2	
4	24	0	2	
5	29	0	2	
6		0		
Other	20	1		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	24		1	
K	20	3	1	0
1	21	1	1	0
2	22	0	3	0
3	19	3	0	0
4	24	0	2	0
5	25	0	2	0
6			0	0
Other		0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	24		1	
K	19	3		
1	21	1	1	
2	24		1	
3	20	3		
4	28		2	
5	24		2	
Other	24		1	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	172

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,595	\$4,471	\$11,124	\$95,070
District	N/A	N/A	\$9,631	\$91,991
Percent Difference - School Site and District	N/A	N/A	14.4	3.3
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	-0.2	-5.1

Fiscal Year 2024-25 Types of Services Funded

All Rescue schools receive equal allocations, per student, of LCFF Base Funding. This funding helps support students by providing supplemental instructional materials, supplies, and other needs. Funding for support services, such as maintenance of buildings and grounds, utilities, and student transportation, is budgeted for at the district level and provided to each school site based on the varying needs of the individual school.

In addition to the Base Funding described above, schools in the Rescue Union School District receive Supplemental funding roughly proportional to the number of unduplicated pupils (English Learners, Socioeconomically Disadvantaged, and Foster/Homeless Youth) they serve. Furthermore, school sites receive allocations from other state and federal categorical programs, including Title I and Title II. The purpose of these categorical programs range from improving the quality of the total instructional program for all students to addressing the unique needs of special groups of students. Title III funds are budgeted for at the district level, but provide direct support to the school sites. Title III funds are used to employ bilingual instructional assistants and an EL Coordinator who provides professional development and instructional support as well as monitors the progress of our English learners.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$61,543	\$61,516
Mid-Range Teacher Salary	\$85,191	\$95,479
Highest Teacher Salary	\$110,211	\$125,208
Average Principal Salary (Elementary)	\$144,480	\$152,668
Average Principal Salary (Middle)	\$146,403	\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$231,774	\$242,781
Percent of Budget for Teacher Salaries	32.87%	29.76%
Percent of Budget for Administrative Salaries	5.07%	5.74%

Professional Development

Early Release days and District Days are used for professional development and teacher collaboration. Early Release Professional Development/Teacher Collaboration days are scheduled every Wednesday throughout the school year. During these meetings, teachers work to analyze assessment data and target key standards. In addition, they plan, develop and improve effective instructional strategies. Staff development related to instructional practices, adopted curriculum, technology, Social Emotional Learning, and other educationally related matters are provided for all teachers. In addition, five minimum days are scheduled for parent conferences and three days for report card preparation.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Jackson Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Jackson Elementary School
Street	2561 Francisco Dr.
City, State, Zip	El Dorado Hills, CA 95762-8201
Phone Number	916-933-1828
Principal	Molly Griffin
Email Address	mgriffin@my.rescueusd.org
School Website	https://www.myjacksonelementary.com
Grade Span	K-5
County-District-School (CDS) Code	09619786005706

2025-26 District Contact Information

District Name	Rescue Union Elementary District
Phone Number	530.677.4461
Superintendent	Jim Shoemake
Email Address	jshoemake@rescueusd.org
District Website	www.rescueusd.org

2025-26 School Description and Mission Statement

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

Jackson School is located in the beautiful oak-studded foothills, twenty-five miles northeast of Sacramento. The campus serves a student body of 524 students in grades kindergarten through fifth. The educational program is supported by a staff of 21 classroom teachers, two music teachers, and one PE teacher.

- Jackson School was recognized as a California Distinguished School in 2002 and 2025.

2025-26 School Description and Mission Statement

- California Distinguished School Honorable Mention 2006.

The core educational program provided to the Jackson students is based on the California State Standards, and the California Curriculum Framework Standards. Beyond the core curriculum, Jackson's educational program provides a wide range of reinforcement and enrichment programs. Outstanding examples include: iXL math, FRAX Math, one to one Chromebooks in 3rd-5th grade, Junior/Senior Choir, Jackson Actors Guild, classroom music and art instruction weekly, Instrumental Band, and much more. Our Learning Center includes paraprofessionals and independence facilitators who support the individual needs of our students. Jackson School has a physical education specialist providing a solid foundation for physical and social development based on our state standards for Physical Education. In addition, Jackson School has an award winning school garden which is ran by 2 parent garden coordinators and is open at lunch and daily for class lessons. Jackson has a variety of enrichment programs after school including a cross country team, volleyball team, and basketball team.

Students with special needs are provided additional support through our Speech and Language Services, Health Services, and the Resource Specialist Program. In addition to the support programs listed above, Jackson School has an active Tier 1 Positive Behavior Interventions Supports (PBIS) Team and a Multi-Tiered System of Support (MTSS) Tier 2 team. These teams, composed of parent(s), teacher(s), specialist(s), and the principal, collaboratively review and suggest program modifications to help students succeed and learn. Jackson School is supported by a strong and dedicated Parent Teacher Organization (PTO) and there are many opportunities for parents to be involved in the school community.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	117
Grade 1	68
Grade 2	81
Grade 3	86
Grade 4	88
Grade 5	81
Total Enrollment	521

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.4
Male	48.6
American Indian or Alaska Native	0.6
Asian	9.8
Black or African American	0.6
Filipino	1.2
Hispanic or Latino	15.2
Native Hawaiian or Pacific Islander	0.8
Two or More Races	1
White	71
English Learners	1
Homeless	0.4
Socioeconomically Disadvantaged	11.5
Students with Disabilities	14

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.2	100	168.3	94.01	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1	0.56	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1.8	1	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2.8	1.6	11953.1	4.28
Unknown/Incomplete/NA	0	0	5	2.82	15831.9	5.67
Total Teaching Positions	25.2	100	179.1	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.4	100	164.3	94.75	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	2	1.15	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0.8	0.46	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2.7	1.56	11746.9	4.23
Unknown/Incomplete/NA	0	0	3.6	2.07	14303.8	5.15
Total Teaching Positions	22.4	100	173.5	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.7	97.94	159.9	92.57	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.5	2.06	6.4	3.75	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1.1	0.67	12112.8	4.34
Unknown/Incomplete/NA	0	0	5.2	3.01	13705.8	4.91
Total Teaching Positions	24.2	100	172.7	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0.5
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0.5

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Grades K-5	0
Mathematics	K-5 Houghton Mifflin Harcourt: Go Math - 2014	0
Science	TWIG Science Grades K-5	0
History-Social Science	Scott Foresman: History-Social Science for California Grades K-5	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

School buildings and grounds at Jackson School provide a clean, positive environment that is conducive to teaching, instruction, and learning. Staff and student restrooms are clean and well maintained. Floors, wall, roof, and plumbing are maintained on a regular schedule. In summer 2023, in partnership with our PTO, CSD, and EDCOE we updated the playground equipment with an all-inclusive playground. Our PTO also funded a mural on the multi-purpose as well as PBIS phrases throughout the campus. Our school garden is an area that allows for outdoor, inclusive learning environment. Our California Native Plant Garden is scheduled to be installed in the Spring of 2026. Also scheduled in 2026, shade umbrella structures provided by PTO, will be installed in our all abilities playground during the summer to provide some much needed shade.

Jackson had four portable classrooms receive new carpet in Summer 2025. Repairs and sealing of portable roofs as well as anti-slip coating for entry ramps was complete Fall 2025. Solar Panels were installed in the parking lot and on the blacktop in Summer 2025.

School Facility Conditions and Planned Improvements				
Year and month of the most recent FIT report			12/22/2025	
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Admin bldg carpets are old
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			MPR stucco needs paint / B bldg needs roof repairs
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	79	77	70	71	47	48
Mathematics (grades 3-8 and 11)	77	75	62	63	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	259	244	94.21	5.79	76.64
Female	137	132	96.35	3.65	78.79
Male	122	112	91.80	8.20	74.11
American Indian or Alaska Native	--	--	--	--	--
Asian	28	26	92.86	7.14	88.46
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	36	32	88.89	11.11	46.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	185	176	95.14	4.86	80.11
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	33	31	93.94	6.06	74.19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	34	75.56	24.44	38.24

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	259	244	94.21	5.79	75.41
Female	137	132	96.35	3.65	77.27
Male	122	112	91.80	8.20	73.21
American Indian or Alaska Native	--	--	--	--	--
Asian	28	26	92.86	7.14	88.46
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	36	32	88.89	11.11	68.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	185	176	95.14	4.86	74.43
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	33	31	93.94	6.06	70.97
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	34	75.56	24.44	44.12

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	64.47	58.44	49.66	59.37	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	83	77	92.77	7.23	58.44
Female	43	41	95.35	4.65	53.66
Male	40	36	90.00	10.00	63.89
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	11	9	81.82	18.18	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	62	59	95.16	4.84	57.63
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	14	13	92.86	7.14	46.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	12	70.59	29.41	25.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Our school staff enjoys a high level of community support and involvement in all aspects of our educational programs. Parents participate in collaborative planning of our school-based program through School Site Council meetings. Additionally, our PTO works with school staff to identify school-wide needs that can be supported through parent volunteers and community fundraising events. Outstanding examples of these some of the PTO sponsored events and fundraisers are: the PTO Fall Festival, Doughnuts with Grownups, Santa Run, Power the Paw and the Giving Gala. Proceeds from these events have provided our students with the first All Abilities Playground in El Dorado County, a new school field, outdoor school garden, water bottle filling stations, school-wide educational resources, school marquee, art murals, state of the art sound equipment for our theater program, and many outstanding special events including our annual Veteran's Day Assembly, Science Fair, Family Glow Dance, and our Color Run.

Parents have an opportunity to participate on a variety of levels. Parents assist in classrooms during the Language Arts block and during math lessons. Parents help in the school garden with classes and help with upkeep of the garden over the summer months. The library coordinator utilizes parent help in our library. The PTO board also offers a wide variety of opportunities to help support classrooms and school events.

Contact Person: Molly Griffin
Contact Phone: 916-933-1828

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	537	536	26	4.9
Female	274	273	10	3.7
Male	263	263	16	6.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	52	52	1	1.9
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	80	80	6	7.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	382	381	18	4.7
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	72	71	5	7.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	99	99	10	10.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.21	0	1.12	1.57	1.54	2.13	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.03	0	0.03	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.12	0.00
Female	0.36	0.00
Male	1.90	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.50	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.79	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.78	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Jackson Elementary School, located in El Dorado Hills, embodies small-town charm while maintaining a strong reputation for academic excellence. Established in 1967, Jackson Elementary has educated generations of students for more than four decades. The Jackson school community extends well beyond its experienced staff and dedicated, hard-working students. The school places great value on the strong commitment of families and community members who generously contribute their time, talents, and financial support. Principal Molly Griffin recognizes that parental dedication and involvement play a significant role in the school’s continued success.

School safety and the promotion of a positive school culture and climate are top priorities for the Jackson Elementary staff. A warm, caring atmosphere is evident throughout the campus, and staff members are committed to ensuring that all students and families feel welcomed, valued, and supported. In addition, the staff shares a strong sense of collaboration and teamwork that contributes to a consistently positive experience for students. Jackson Elementary takes pride not only in its highly qualified teachers, but also in its dedicated and caring support staff, including secretaries, the school nurse and health aide, instructional aides, custodians, and a compassionate team of yard supervisors.

Jackson Elementary School utilizes several site-based teams to support student learning, safety, and the school’s strong culture and climate. The Site Safety Team meets each trimester to review current safety concerns, develop and approve the Comprehensive School Safety Plan, and establish annual goals for campus safety and improvements. The Positive School Culture and Climate Team meets monthly to evaluate and implement schoolwide rules and procedures for both staff and students. Examples of these initiatives include the JAG-Y Reward System, JAG-Y Gem of the Month, and Get JAG-Y lessons. Together, these teams collaborate with academic and behavioral support teams to ensure a safe, supportive, and engaging elementary experience for the school’s 524 students.

Jackson Elementary School’s Comprehensive School Safety Plan was developed in collaboration with the Rescue Union School District, the Jackson Safety Committee, and the School Site Council. The plan is reviewed and updated annually by school staff, district staff, and community members, and is approved by the Rescue Union School District Governing Board. The Comprehensive School Safety Plan for the 2025–2026 school year was updated in Fall 2025. It was approved by the School Site Council on September 20, 2025, and by the Site Safety Team on December 12, 2025. Jackson Elementary staff members review the plan during biweekly staff meetings and have ongoing access to the document internally at any time.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	3	0
1	25	0	3	0
2	21	2	2	0
3	20	3	0	0
4	25	0	3	0
5	26	0	3	0
6	0	0	0	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	4	
1	25	0	3	
2	23	0	3	
3	24	0	3	
4	24	0	3	
5	27	0	3	
Other	23	0	1	

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		3	
1	23		3	
2	24		3	
3	24		3	
4	29		3	
5	27		3	
Other	23		1	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	496

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,985	\$3,613	\$9,372	\$91,475
District	N/A	N/A	\$9,631	\$91,991
Percent Difference - School Site and District	N/A	N/A	-2.7	-0.6
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	-17.3	-9.0

Fiscal Year 2024-25 Types of Services Funded

All Rescue schools receive equal allocations, per student, of LCFF Base Funding. This funding helps support students by providing instructional materials, supplies and other needs. Funding for support services, such as maintenance of buildings and grounds, utilities, and student transportation, is budgeted for at the district level and provided to each school site based on

Fiscal Year 2024-25 Types of Services Funded

the varying needs of the individual school.

In addition to the Base Funding described above, schools in the Rescue Union School District receive Supplemental funding roughly proportional to the number of unduplicated pupils (English Learners, Socioeconomically Disadvantaged, and Foster/Homeless Youth) they serve. Furthermore, school sites receive allocations from other state and federal categorical programs, including Title I and Title II. The purpose of these categorical programs range from improving the quality of the total instructional program for all students to addressing the unique needs of special groups of students.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$61,543	\$61,516
Mid-Range Teacher Salary	\$85,191	\$95,479
Highest Teacher Salary	\$110,211	\$125,208
Average Principal Salary (Elementary)	\$144,480	\$152,668
Average Principal Salary (Middle)	\$146,403	\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$231,774	\$242,781
Percent of Budget for Teacher Salaries	32.87%	29.76%
Percent of Budget for Administrative Salaries	5.07%	5.74%

Professional Development

Professional Development is focused on Universal Design for Learning (UDL) at Jackson School this year as the staff received district and site specific training in Universal Design for Learning. Previous year's topics include: Math, Really Great Reading, Benchmark Advance, Growth Mindset, Math Instructional Strategies, Science of reading, Step Up to Writing, and PBIS. Teachers also have grade level collaboration meetings to analyze assessment data and target key standards. In addition, teachers meet to plan, develop and improve effective instructional strategies. Staff development related to instructional practices, curriculum, technology, State Standards, and other educationally related matters are provided for all teachers.

There are five minimum days for parent conferences and three days for report card preparation.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Lake Forest Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Lake Forest Elementary School
Street	2240 Sailsbury Dr.
City, State, Zip	El Dorado Hills, CA 95762-6984
Phone Number	(916) 933-0652
Principal	Renee Mallot
Email Address	rmallot@rescueusd.org
School Website	www.lakeforestlakers.com
Grade Span	TK-5
County-District-School (CDS) Code	09619786109441

2025-26 District Contact Information

District Name	Rescue Union School District
Phone Number	530.677.4461
Superintendent	Jim Shoemake
Email Address	jshoemake@rescueusd.org
District Website	www.rescueusd.org

2025-26 School Description and Mission Statement

Lake Forest Elementary School was established in 1990 with six classrooms serving approximately 130 students. As the surrounding neighborhood expanded throughout the 1990s, the school grew to 35 classrooms with an enrollment of nearly 840 students. During the 2003–2004 school year, Lake Forest returned to a traditional academic calendar after operating on a multi-track, year-round schedule for nine years. At that time, sixth-grade classes were relocated to Marina Village Middle School, resulting in a significant reduction in enrollment and a stabilization of neighborhood growth.

By the 2019–2020 school year, enrollment had declined to 445 students. In 2020, additional changes occurred as approximately one-quarter of the student population opted for remote learning, further reducing class numbers. For the majority

2025-26 School Description and Mission Statement

of that year, instruction was delivered through a hybrid model serving approximately 360 students across 15 classrooms. At the start of the 2025–2026 school year, Lake Forest Elementary enrolled 430 students in grades Transitional Kindergarten (TK) through fifth grade, filling 20 classrooms on campus.

In 2019, the Rescue Union School District relocated its elementary Special Day Classes (SDC) to Lake Forest Elementary. The school currently hosts three SDC classrooms: one serving TK–1st grade students, one serving 2nd–3rd grade students, and one serving 4th–5th grade students. Current SDC enrollment includes 33 students. Many of these students participate in general education classrooms with aide support, in alignment with their Individualized Education Programs (IEPs). The SDC program is well supported by instructional aides who work both within SDC classrooms and in general education settings. During the 2025–2026 school year, support for SDC students included, but was not limited to, 12 SDC aides, three SDC teachers, a Special Education Teacher on Special Assignment, a Registered Behavior Technician (RBT), a District Behaviorist, a School Psychologist, a School Counselor, and a PBIS Facilitator.

Lake Forest Elementary's commitment to student achievement has resulted in state and national recognition. Most recently, the school was named a National Blue Ribbon School in November 2024, receiving recognition in both the Closing the Achievement Gap and High Performing School categories. Lake Forest Elementary is the only school in the state of California to receive the National Blue Ribbon Award in both categories simultaneously. In 2012, the school earned an Academic Performance Index (API) score of 937—the highest in Rescue Union School District history—ranking in the top ten elementary schools in the Sacramento region and achieving the highest recorded score in El Dorado Hills. The school was also recognized as a California Distinguished School in 2004 and 2014, reflecting its continued academic excellence. This trend persisted through 2013 and 2014, with Lake Forest consistently ranking among the highest-performing schools in El Dorado County. According to 2024–2025 Smarter Balanced Assessment Consortium (SBAC) data, 67.77% of students met or exceeded standards in English Language Arts, and 68.25% met or exceeded standards in mathematics.

Lake Forest Elementary School prides itself on fostering a positive school climate and maintaining a strong commitment to ensuring success for all students. Teachers hold high expectations for every learner and deliver a rigorous curriculum that incorporates diverse instructional strategies. Staff members collaborate regularly to discuss student progress, instructional planning, intervention strategies, and continuous improvement of instructional practices. Students have access to multiple online learning programs to support and differentiate instruction based on individual academic needs. Teachers monitor progress using assessment tools embedded in adopted curricula, as well as supplemental programs such as IXL, Reflex Math, and Accelerated Reader.

Intervention support is a high priority at Lake Forest, with leveled instructional groups utilized whenever possible, particularly in the lower grades to support foundational skills. Two Literacy Intervention Specialists support students in grades 1–5 who experience reading difficulties, while one Math Intervention Specialist supports students in grades 2–5. Instruction is aligned to California State Standards using district-adopted curricula, including Benchmark Advance for English Language Arts, Houghton Mifflin Go Math, and Step Up to Writing. Science instruction follows the Next Generation Science Standards (NGSS) using the newly adopted Twig Science curriculum, supplemented by Mystery Science. All students in grades 1–5 have one-to-one access to Chromebooks, while TK and kindergarten students use iPads in small-group settings. Technology is integrated daily across subject areas, and students receive instruction aligned with California State Technology Standards.

Lake Forest staff are actively collaborating to address students' social-emotional needs through ongoing research review and professional dialogue. These efforts aim to identify students who may benefit from alternative interventions while promoting a supportive, inclusive classroom environment. A school counselor works directly with students, staff, and families to facilitate small groups and deliver age-appropriate lessons. The district-adopted social-emotional learning curriculum, Character Strong, is taught by classroom teachers and school counselors during guidance lessons. The school psychologist provides one-to-one therapy services in accordance with students' IEPs. Additionally, the school has implemented the I-SWIM (Inclusive, Safe, Work Hard, Integrity, Mindful of Others) recognition system to promote positive character traits campus-wide. A fourth- and fifth-grade leadership team further supports school culture through community service initiatives and campus improvement projects.

The core instructional program is enriched through a variety of supplemental learning opportunities, including science preparation classes for fourth- and fifth-grade students, outdoor education, Life Lab garden science, art and health instruction, and dramatic and musical performances by guest artists and students. Students also participate in academic and enrichment events such as Nature Bowl, the Festival of Oral Interpretation, and the Spelling Bee. Field trip opportunities include, but are not limited to, Coloma Outdoor Discovery School, Fog Willow Farms, the El Dorado County Courthouse, the Sacramento Zoo, the Folsom Zoo, the Harris Performing Arts Center, and Oak Ridge High School Musical Theatre. On-campus enrichment experiences have included presentations by the Sacramento Puppeteer Company and Mister Brown from The Choose Well Group. Fifth-grade students participate in a 10-week D.A.R.E. program and will also engage in Project Lead in the spring, a 12-week program facilitated by the El Dorado County District Attorney's Office that includes mock trial preparation and a culminating courthouse experience in Placerville. Fourth-grade students participate in A Touch of Understanding, a hands-on

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assembly designed to promote tolerance and inclusion.

Additional enrichment opportunities are made possible through the fundraising efforts of the Parent Teacher Council (PTC). An Art Specialist provides art instruction to all students in grades TK–5 twice per month. Proposition 28 funding has enabled the launch of a music program for TK–3rd grade students, taught by a credentialed music teacher, as well as band opportunities for fourth- and fifth-grade students. Proposition 28 funding has supported additional programs, including Art in the Garden and a seven-week dance program.

Students are recognized monthly during awards assemblies for achievements in reading, academic accomplishments, and demonstration of positive character traits aligned with the monthly focus.

Lake Forest Elementary places a high value on family partnerships, and parent involvement is welcomed and encouraged. Many parents volunteer regularly in classrooms or support the school in a variety of other ways. The School Site Council (SSC) and Parent Teacher Council (PTC) provide meaningful opportunities for family engagement and shared decision-making. The SSC, composed of staff and parent representatives, develops the Single Plan for Student Achievement to enhance instructional programs. The PTC organizes volunteers, plans family-centered events, and facilitates fundraising efforts that support instructional enrichment, the arts, and intervention services. The Lake Forest PTC has been instrumental in strengthening the school’s educational programs and supporting student success.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	87
Grade 1	49
Grade 2	65
Grade 3	77
Grade 4	62
Grade 5	81
Total Enrollment	421

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.8
Male	48.2
Asian	2.6
Filipino	1
Hispanic or Latino	18.5
Native Hawaiian or Pacific Islander	0.2
Two or More Races	2.4
White	75.3
English Learners	3.6
Foster Youth	0.5
Homeless	0.5
Socioeconomically Disadvantaged	14.3
Students with Disabilities	16.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.1	88.93	168.3	94.01	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1	0.56	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1.8	1	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.6	6.82	2.8	1.6	11953.1	4.28
Unknown/Incomplete/NA	1	4.21	5	2.82	15831.9	5.67
Total Teaching Positions	23.7	100	179.1	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.6	94.48	164.3	94.75	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	2	1.15	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0.8	0.46	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.3	1.3	2.7	1.56	11746.9	4.23
Unknown/Incomplete/NA	1	4.18	3.6	2.07	14303.8	5.15
Total Teaching Positions	23.9	100	173.5	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.3	92.56	159.9	92.57	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.6	2.86	6.4	3.75	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1.1	0.67	12112.8	4.34
Unknown/Incomplete/NA	1	4.54	5.2	3.01	13705.8	4.91
Total Teaching Positions	22	100	172.7	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0.6
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0.6

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0	0
Local Assignment Options	0.60	0.3	0
Total Out-of-Field Teachers	1.60	0.3	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2026
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance Grades K-5 Step-Up-to-Writing Grades K-5	0
Mathematics	K-5 Houghton Mifflin Harcourt: Go Math - 2014	0
Science	Twig Science Grades K-5	0
History-Social Science	Scott Foresman, History-Social Science for California Grade K-5	0
Health		0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

School buildings and grounds at Lake Forest School provide a clean, positive environment that is conducive to teaching, instruction, and learning. Staff and student restrooms are clean and well maintained. Floors, wall, roof, and plumbing are maintained on a regular schedule.

In recent years, we have made improvements to the site through the efforts of the school, district and connections to the community. Three summers ago, we painted a large mural on the outside of the multipurpose room. In addition, the four pillars at the front of the school were painted to match the multipurpose room. And, "Lake Forest Elementary" was painted on the end of the B-Wing, facing Francisco Drive and Salsbury Drive, so that all the families could see as they turned into the school. This past school year and summer, we painted some activity spaces on the Blacktop, with a goal to build spaces for the students to play and feel welcomed. Our garden, through a partnership with staff and volunteers, has become a wonderful learning

School Facility Conditions and Planned Improvements

environment and a source of great pride on campus. Landscaping improvements at various locations have also been completed in recent months by district personnel, community outreach, Parent Teacher Council and Scout troops. These include repairs to our garden boxes and irrigation, bark replacements in multiple areas of the school, the addition of an "outside classroom," and long term garden plans are made possible through our District Graden Coordination. Our local partnerships with Project Green allows our school garden to be able to continue to expand. This coordination of resources has many in the Lake Forest excited about our future plans for improving both our scenery and our health and environment education programs. All of these projects are much appreciated and have kept Lake Forest’s learning environment beautiful.

Summer of 2024 included siding repairs, dry rot fascia repairs, and painting to all portables. Summer of 2025 included some carpet replacement and a completion of the solar project.

Year and month of the most recent FIT report	12/22/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			some older HVAC units need some work/replacement
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven.

2. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven.

3. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP						
This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.						
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.						
ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.						
Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	66	68	70	71	47	48
Mathematics (grades 3-8 and 11)	67	67	62	63	35	37

2024-25 CAASPP Test Results in ELA by Student Group
This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.
ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

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the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	219	216	98.63	1.37	68.52
Female	118	116	98.31	1.69	73.28
Male	101	100	99.01	0.99	63.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	38	37	97.37	2.63	54.05
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	166	164	98.80	1.20	70.73
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	30	29	96.67	3.33	51.72
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	43	95.56	4.44	37.21

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	219	216	98.63	1.37	67.13
Female	118	117	99.15	0.85	63.25
Male	101	99	98.02	1.98	71.72
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	38	37	97.37	2.63	51.35
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	166	164	98.80	1.20	70.73
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	30	29	96.67	3.33	31.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	43	95.56	4.44	32.56

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	55	62.03	49.66	59.37	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	79	79	100.00	0.00	62.03
Female	45	45	100.00	0.00	64.44
Male	34	34	100.00	0.00	58.82
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	14	14	100.00	0.00	42.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	60	60	100.00	0.00	65.00
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100.00	0.00	33.33

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	94.9	94.9	94.9	92.4	94.9

C. Engagement	State Priority: Parental Involvement The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement
A high value is placed on families at Lake Forest Elementary School, and parent involvement is strongly advocated. Many parents volunteer in classrooms on a consistent basis, and parent input is welcome and sought out in all areas. The Lake Forest School Site Council (SSC) and Parent Teacher Council (PTC) are two organizations that encourage community input and involvement. The PTC organizes parent and community volunteers, plans family oriented social functions, and organizes fundraisers. The PTC sponsors many programs at Lake Forest, including: Art Specialist for grades TK-5, Literacy Intervention Specialists for grades 1-5, Math Intervention Specialists for grades 2-5, all-school assemblies and experiences including: A Touch of Understanding and Mister Brown. The SSC helps develop a Single Plan for Student Achievement and works with the school staff, PTC, and community to set yearly goals and objectives in reading/language arts, math/science and health, wellness, citizenship, visual and performing arts, and fitness. Technology improvements, art docent programs and visual and performing arts activities/assemblies are offered annually to our students and supported through the fundraising efforts of the PTC and our Single Plan for Student Achievement. Contact Person: Renee Mallot, Principal Contact Phone No. (916) 933-0652

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	440	433	43	9.9
Female	224	221	28	12.7
Male	216	212	15	7.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	14	11	2	18.2
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	82	82	12	14.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	329	325	28	8.6
English Learners	19	15	3	20.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	70	65	19	29.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	88	86	10	11.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.84	1.39	2.05	1.57	1.54	2.13	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.03	0	0.03	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.05	0.00
Female	1.79	0.00
Male	2.31	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.66	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.82	0.00
English Learners	5.26	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	7.14	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.95	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Creating and maintaining a positive school culture and climate is the goal at Lake Forest Elementary School. Every member of our school (student, staff, family, and community member) are part of our team, and we all have to work together to help make Lake Forest an even better place. It is our belief that the best things will happen for children as we endeavor to help them make good judgments and choices. We look for the good in all children and help them discover their own self-worth. A positive discipline program is in place, and students are regularly recognized for their contributions to the positive school climate. The learning environment component reviews discipline procedures on an annual basis. The suspension and expulsion rates over the past five years have been very low when compared to district and state averages.

We have Positive Behavior Intervention and Supports (PBIS) in place, which provided students positive encouragement to be the best version of themselves each and every day. Students have the opportunity to earn "I-SWIM" tickets each day, which recognizes students being: inclusive, safe, working hard, showing integrity, and being mindful of others. We have a 4th and 5th grade Leadership Team, whose focus is on community service and finding ways to help others around campus and in the community. There is also a Peace Patrol (which allows the 4th and 5th grade students to help at the younger students' recess: both interact and build relationships with those students and also solve problems when problems arise). Each month students discuss a new character trait: what it means and what it looks like and sounds like when one demonstrates that character trait.

Our School Safety Plan is updated yearly and includes goals and objectives for improving the physical environment and the school climate. This includes promoting our I-SWIM Program, anti-bullying lessons and assemblies, encouraging student participation in community service activities, creating a safe, nurturing environment, and celebrating our increasing cultural diversity. Students contribute to the community through service learning projects, which extend classroom learning time and increase students' personal involvement in academics. Our school counselors work with all students on campus in various capacities: They give monthly guidance lessons in each classroom based on our character trait, and they run small groups based on social skills needs (Worry Warriors, Self Control Surfers, and a Friendship Group), as well as provides individual support for students on an as-needed basis.

Students at Lake Forest have the opportunity of being recognized monthly during our awards assemblies. Students can receive for awards for both academic achievement in: Reading or for demonstrating the character trait for the month. They also have the opportunity to earn an achievement award, where they can be recognized for their amazingness in any area, academic, social emotional, or behavioral, across the Lake Forest campus.

We have a fully equipped library, full-sized multipurpose room with indoor and outdoor stages, and an office with a staff lounge and workroom. In addition, we have a Learning Center, a Wellness Center, Occupational Therapy room, and an Art Room. Our band and music teachers share their own music room. There are Chromebook carts in all classes 1st-5th (i Pads in TK-K) including the Science prep classroom. We currently have 2 custodians and district utility technicians working diligently to keep the school in excellent condition.

For the safety of our students, fire, lock down, and "duck and cover" drills are conducted with students and staff, and an emergency preparedness plan is in effect. Campus supervision is provided according to policies established by the District Board of Trustees. All efforts to ensure building safety, cleanliness, and adequacy have been successful. The staff collaborates on a consistent basis about safety to make sure everyone understands the current procedures and can ask questions as needed.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	4	0	0
1	24	0	3	0
2	25	0	2	0
3	24	0	3	0
4	24	0	3	0
5	24	0	3	0
6	0	0	0	0
Other	12	3	1	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	2	0
1	20	2	1	0
2	25	0	2	0
3	24	0	2	0
4	27	0	3	0
5	21	1	2	0
6	0	0	0	0
Other	14	3	1	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	1	
1	23		2	
2	20	2	1	
3	23		3	
4	19	3		
5	26		3	
Other	8	3		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	522.5

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,613	\$4,925	\$9,688	\$89,941
District	N/A	N/A	\$9,631	\$91,991
Percent Difference - School Site and District	N/A	N/A	0.6	-2.3
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	-14.0	-10.7

Fiscal Year 2024-25 Types of Services Funded

All Rescue schools receive equal allocations, per student, of LCFF Base Funding. This funding helps support students by providing instructional materials, supplies and other needs. Funding for support services, such as maintenance of buildings and grounds, utilities, and student transportation, is budgeted for at the district level and provided to each school site based on the varying needs of the individual school.

In addition to the Base Funding described above, schools in the Rescue Union School District receive Supplemental funding roughly proportional to the number of unduplicated pupils (English Learners, Socioeconomically Disadvantaged, and Foster/Homeless Youth) they serve. Furthermore, school sites receive allocations from other state and federal categorical programs, including Title I and Title II. The purpose of these categorical programs range from improving the quality of the total instructional program for all students to addressing the unique needs of special groups of students.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$61,543	\$61,516
Mid-Range Teacher Salary	\$85,191	\$95,479
Highest Teacher Salary	\$110,211	\$125,208
Average Principal Salary (Elementary)	\$144,480	\$152,668
Average Principal Salary (Middle)	\$146,403	\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$231,774	\$242,781
Percent of Budget for Teacher Salaries	32.87%	29.76%
Percent of Budget for Administrative Salaries	5.07%	5.74%

Professional Development

Early Release Professional Development/Teacher Collaboration days are scheduled every Wednesday throughout the school year. During these meetings, teachers work to analyze assessment data and target key standards. In addition, they plan, develop and improve effective instructional strategies. Staff development related to instructional practices, adopted curriculum, technology, Social Emotional Learning, and other educationally related matters are provided for all teachers. This year, our school site used specific Professional Development money to send school staff to a variety of trainings, observations, and conferences including, but not limited to: Step up to Writing, Social Emotional Mister Brown "The Choose Well Group," observations of other teachers, and the annual PBIS Conference.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Lakeview Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Lakeview Elementary School
Street	3371 Brittany Way
City, State, Zip	El Dorado Hills, CA 95762
Phone Number	916-941-2600
Principal	Laurisa Stuart
Email Address	lstuart@rescueusd.org
School Website	https://www.mylakevieweagles.com
Grade Span	K-5
County-District-School (CDS) Code	09619780108258

2025-26 District Contact Information

District Name	Rescue Union Elementary School District
Phone Number	530.677.4461
Superintendent	Jim Shoemake
Email Address	jshoemake@rescueusd.org
District Website	https://www.rescueusd.org

2025-26 School Description and Mission Statement

The mission of Lakeview Elementary is to inspire all students to be passionate, continuous learners and to prepare them with the skills to achieve their goals and flourish as responsible, caring citizens in a global community.

Lakeview Elementary School received the California Distinguished School Award in 2018. Our beautiful school sits atop a hill in the midst of a newly developed subdivision overlooking views of the surrounding hills, attractive neighborhoods, and Folsom Reservoir. The campus was opened in August 2005 and is one of seven schools in the Rescue Union School District. Located 28 miles east of Sacramento in the foothills of the Sierra Mountains, Lakeview serves a student body of approximately 510 students in TK through fifth grade. The enrollment continues to grow as our reputation for offering excellence in education

2025-26 School Description and Mission Statement

travels throughout the community, prompting new families to relocate to our neighborhoods. Lakeview's school motto, "Soaring to Success," is a true reflection of what is taking place each and every day.

Lakeview Elementary School prides itself on a positive school climate and a commitment to ensuring success for all students. In order to meet the needs of all learners, our teachers work to offer targeted, strategic, and creative instruction. Our curriculum and instructional strategies are differentiated to meet the needs of all student skill levels. Under the guidance of dedicated staff members, students acquire high levels of knowledge, skills, and understanding which will open doors of opportunity and prepare them for thought and action in the wider world. Social Emotional Learning is a priority for our school and for our District. Further, we strive to ensure all children develop the skills, attitudes, and behaviors necessary to become principled, ethical citizens who are contributing members of society.

Student safety is the number one priority to all Lakeview staff. Crisis procedures and drills are reviewed and practiced regularly. Safety protocols are in place.

Lakeview is extremely fortunate to employ an amazing team of teachers and staff who are skilled, caring, energetic, and passionate educators. Twenty-six teachers work to support our wonderful Lakeview student body, alongside two secretaries, one librarian, three custodians, two nurses, one full-time counselor, one school psychologist, one Special Education teacher, 6 instructional aides, one speech/language pathologist, and one principal. Two PE teachers offer specialized instruction to TK through 5th-grade students. Two Band Teachers offer music instruction to our TK-5th-grade students. One teacher provides instrumental instruction for 4th and 5th-grade students, and the other teacher provides music lessons for TK-3rd grade students. Our librarian is available eight hours each school day. A District nurse is on campus one day each week, while our site nurse assists with medical and health-related needs daily. Our psychologist is on-site two days each week. Our counselor provides guidance lessons in classrooms and supports students in need. Our speech/language pathologist offers services to students five days per week. Our Special Education teacher is on site daily and oversees three full-time aides who serve students with identified learning disabilities. Our special education team works to serve students, using both the pull-out and push-in models to meet their individual needs in the least restrictive environment. Our all-day kindergarten program offers a two-hour aide for each class. Our Learning Intervention Program provides three specialized instructional aides to support those in need of intervention. Our MTSS (Multi-Tiered Systems of Support) team meets weekly to collaborate and plan support/success strategies for our students. We are fortunate to include two El Dorado County Office of Education autism classes in our student body, who are an integral part of our community.

Technology is a priority at Lakeview. Promethean Boards/Smart TVs, projectors, and document cameras are provided in all classrooms. Chromebooks are provided for all 1st - 5th-grade students. iPads are provided for TK and kindergarten classes. Effective, research-based online programs are provided as supplemental instructional support for all students.

Leadership opportunities are provided to all 4th and 5th-grade students through our IMPACT student government program. Typically, over 100 IMPACT students learn and practice leadership skills while working on interest-based service teams. Lakeview has worked to successfully implement Positive Behavior Support Intervention (PBIS) training and planning. This process of refining procedures and expectations has further enhanced our positive learning environment. We emphasize the acronym, SOAR, which stands for Solving Problems, Owning Good Decisions, Achieving Leadership, and Radiating Respect! The Student Success Team (SST) approach is utilized to evaluate assistance to children needing additional support. Student Success Team meetings are held, as needed, to develop educational assistance plans for children who have been referred by their teacher or parents.

Differentiated opportunities for gifted students are provided as an integrated part of the school day. Enrichment classes are offered to provide for all students before/after school. 90% of Lakeview teachers are certified in GLAD (Guided Language Assessment & Development) to allow students access to even more research-based, language-rich instructional strategies. All K-2nd-grade teachers have been trained in Really Great Reading, which is an evidence-based literacy program. Through Really Great Reading, all K-2nd-grade students receive strong, leveled instruction in the foundation skills for reading. 4th and 5th-grade students may be assessed through REWARDS, a foundational reading program, to ensure their foundational reading skills are intact. Grade levels meet each trimester to analyze grade level data. Every student's data is analyzed and compared with the students' needs at the grade level. Teachers meet regularly to plan and analyze data for targeted instruction, intervention needs, and continuous improvement.

Lakeview offers opportunities for 3rd through 5th-grade students to participate in Cross Country, as well as 5th-grade girls' and boys' volleyball and basketball.

Our Lakeview Elementary School community is proud of our outstanding students, staff, and families who continue to "Soar to Success!"

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Transitional Kindergarten (TK)	24
Kindergarten	64
Grade 1	70
Grade 2	83
Grade 3	88
Grade 4	98
Grade 5	105
Total Enrollment	527

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	46.1
Male	53.9
American Indian or Alaska Native	0.4
Asian	16.1
Black or African American	2.1
Filipino	4.4
Hispanic or Latino	9.9
Two or More Races	1.9
White	65.3
English Learners	2.8
Socioeconomically Disadvantaged	10.4
Students with Disabilities	8.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.4	100	168.3	94.01	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1	0.56	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1.8	1	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2.8	1.6	11953.1	4.28
Unknown/Incomplete/NA	0	0	5	2.82	15831.9	5.67
Total Teaching Positions	25.4	100	179.1	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25	100	164.3	94.75	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	2	1.15	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0.8	0.46	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2.7	1.56	11746.9	4.23
Unknown/Incomplete/NA	0	0	3.6	2.07	14303.8	5.15
Total Teaching Positions	25	100	173.5	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24	100	159.9	92.57	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	6.4	3.75	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1.1	0.67	12112.8	4.34
Unknown/Incomplete/NA	0	0	5.2	3.01	13705.8	4.91
Total Teaching Positions	24	100	172.7	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		8/7/2024
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Grades K-5 Really Great Reading TK-2	0
Mathematics	K-5 Houghton Mifflin Harcourt: Go Math - 2014	0
Science	Twig Science K-5	0
History-Social Science	Scott Foresman History-Social Science for California K-5	0
Foreign Language		
Health		0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

School building and grounds at Lakeview provide a clean, positive environment that is conducive to teaching and learning. All facilities are clean and well-maintained. Floors, walls, roofs, and plumbing are maintained on a regular schedule. The Lead Custodian and Principal work to inspect concerns, request support from the District when needed, and ensure the facility is in excellent working order. Our amphitheater has a beautiful mural to enhance the campus environment. Additionally, our SOAR personal standards are painted at the entry and posters in the multi-purpose. Our Lakeview garden provides a great outdoor learning environment.

Lakeview solar project is projected to be completed by spring 2026.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report				12/23/2025
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			VARIOUS ROOM CEILING TILES NEED REPLACEMENT
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			SOME GROUT NEEDS TO BE REPLACED
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			IRRIGATION NEEDS TO BE CHECKED

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	73	76	70	71	47	48
Mathematics (grades 3-8 and 11)	74	76	62	63	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	292	287	98.29	1.71	76.31
Female	128	127	99.22	0.78	80.31
Male	164	160	97.56	2.44	73.13
American Indian or Alaska Native	--	--	--	--	--
Asian	48	48	100.00	0.00	83.33
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	90.91
Hispanic or Latino	23	22	95.65	4.35	81.82
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	196	192	97.96	2.04	72.92
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	31	29	93.55	6.45	75.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	29	96.67	3.33	48.28

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	292	288	98.63	1.37	76.04
Female	128	127	99.22	0.78	77.17
Male	164	161	98.17	1.83	75.16
American Indian or Alaska Native	--	--	--	--	--
Asian	48	48	100.00	0.00	85.42
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	90.91
Hispanic or Latino	23	23	100.00	0.00	73.91
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	196	192	97.96	2.04	73.44
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	31	30	96.77	3.23	70.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	29	96.67	3.33	44.83

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	54.84	61.54	49.66	59.37	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	105	104	99.05	0.95	61.54
Female	47	46	97.87	2.13	69.57
Male	58	58	100.00	0.00	55.17
American Indian or Alaska Native	--	--	--	--	--
Asian	20	20	100.00	0.00	70.00
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	67	66	98.51	1.49	63.64
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100.00	0.00	41.67

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97.1	99	100	99	100
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement
Parents are viewed as valued partners in their children's education. At Lakeview, this partnership is strongly advocated! Parent volunteers are both encouraged and welcomed! Parent input and contributions to our learning community are an integral part of our decision-making process. Our amazing PTO consists of a dedicated group of parents and teachers who generously give their time and effort to planning wonderful activities (ex. Fall Festival, Donuts with Grown-ups, Pancake with Parents, Holiday Shop, Santa Gathering with EDH Fire Dept., School Dances, etc.). Their donations make it possible for Lakeview to hold extension activities and beautification projects at our school site. The Lakeview School Site Council (SSC) and Parent Teacher Organization (PTO) are two groups that encourage community involvement. Typically, our PTO organizes wonderful events and fundraisers, designed to offer financial support and bring families together in a positive, child-centered, social setting. The SSC develops Lakeview's Single Plan for Student Achievement and works with the school staff, PTO, and community to set yearly goals and objectives in reading/language arts, math/science, health and wellness, citizenship, and fitness. The PTO supports our annual goals by donating funds to help supplement the cost of programs and resources. Contact Person: Laurisa Stuart Contact Phone No. 916-941-2600

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	546	541	38	7.0
Female	255	253	17	6.7
Male	291	288	21	7.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	86	86	8	9.3
Black or African American	12	12	1	8.3
Filipino	23	23	1	4.3
Hispanic or Latino	57	56	3	5.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	356	352	24	6.8
English Learners	16	15	0	0.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	64	64	7	10.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	71	71	10	14.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.36	0.71	0.55	1.57	1.54	2.13	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.03	0	0.03	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.55	0.00
Female	0.00	0.00
Male	1.03	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.16	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.56	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.41	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Lakeview's dedicated and caring staff work to provide a positive, warm, fair, and consistent climate.

Lakeview's Safe School Plan includes goals and objectives relative to school climate and the safety of the physical environment. Our Safety Committee meets to offer input for our annual Safe School Plan updates. Safety information is shared, and input is requested from our parent community, SSC, and PTO.

Student and staff safety are our number one priority! Safety and crisis procedures are in place and practiced regularly.

For the safety of our students, monthly drills are conducted to practice safe evacuations, duck and cover procedures, and lockdown procedures. An emergency preparedness plan is in effect. Campus supervision is provided according to policies established by the District Board of Trustees. All efforts to ensure building safety, cleanliness, and adequacy have been successful.

Staff serve to supervise students before and after school. Students in 5th grade serve as Safety Patrol Officers. They accompany staff members in monitoring drop-off, dismissal, and campus safety.

Our custodial team, consisting of two full-time and one part-time custodian, works diligently to maintain the sanitation, cleanliness, and beauty of our classrooms, facilities, and grounds. Our District maintenance and grounds team works to keep our school site in working order.

Our school counselor and MTSS (Multi-Tiered Systems of Support) team work to lead staff and guide students in Social-Emotional Learning. Positive character lessons, resources, and modeling are provided. Our school counselor provides guidance lessons (anti-bullying, stress management, emotional regulation, friendship, etc.) regularly in all classrooms.

Lakeview has worked to successfully implement Positive Behavior Support Intervention (PBIS) training and planning. This process of refining procedures and expectations has further enhanced our positive learning environment. We emphasize the acronym, SOAR, which stands for Solving Problems, Owning Good Decisions, Achieving Leadership, and Radiating Respect!

Eagle Manners are taught and encouraged, as well. A school-wide quiet signal is practiced daily and used for safety and procedures. Grade-level expectations assemblies (SOAR assemblies) are held throughout the year, where students are also recognized for positive behavior.

Our 4th and 5th-grade student leadership group, IMPACT, works to provide school service and community service, while learning and practicing leadership skills. Over 100 students belong to IMPACT!

Lakeview staff are dedicated and determined to maintain a safe, positive school climate!

D. Other SARC Information	Information Required in the SARC
	The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	3	0
1	21	2	2	0
2	24	0	4	0
3	24	0	4	0
4	26	0	3	0
5	24	0	3	0
6	0	0	0	0
Other	26	0	1	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	3	0
1	23	0	3	0
2	23	0	3	0
3	24	0	4	0
4	30	0	3	0
5	27	0	3	0
6	0	0	0	0
Other	23	1	1	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	2	
1	23		3	
2	24		3	
3	24		3	
4	29		3	
5	29		3	
Other	27		2	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	539

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,120	\$3,684	\$9,436	\$98,564
District	N/A	N/A	\$9,631	\$91,991
Percent Difference - School Site and District	N/A	N/A	-2.0	6.9
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	-16.6	-1.5

Fiscal Year 2024-25 Types of Services Funded

All Rescue schools receive equal allocations, per student, of LCFF Base Funding. This funding helps support students by providing instructional materials, supplies, and other needs. Funding for support services, such as maintenance of buildings and grounds, utilities, and student transportation, is budgeted for at the district level and provided to each school site based on the varying needs of the individual school.

In addition to the Base Funding described above, schools in the Rescue Union School District receive Supplemental funding roughly proportional to the number of unduplicated pupils (English Learners, Socioeconomically Disadvantaged, and Foster/Homeless Youth) they serve. Furthermore, school sites receive allocations from other state and federal categorical programs, including Title I and Title II. The purpose of these categorical programs ranges from improving the quality of the total instructional program for all students to addressing the unique needs of special groups of students.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$61,543	\$61,516
Mid-Range Teacher Salary	\$85,191	\$95,479
Highest Teacher Salary	\$110,211	\$125,208
Average Principal Salary (Elementary)	\$144,480	\$152,668
Average Principal Salary (Middle)	\$146,403	\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$231,774	\$242,781
Percent of Budget for Teacher Salaries	32.87%	29.76%
Percent of Budget for Administrative Salaries	5.07%	5.74%

Professional Development

Early Release Professional Development/Teacher Collaboration days are scheduled every Wednesday throughout the school year. During these meetings, teachers work to analyze assessment data and target key standards. In addition, they plan, develop, and improve effective instructional strategies. Staff development related to instructional practices, adopted curriculum, technology, Social Emotional Learning, and other educationally related matters is provided for all teachers.”

Teachers receive professional development and will work collaboratively on a regular, ongoing basis to target key standards, analyze formative assessment data, and develop effective instructional practices.

A majority of Lakeview teachers are certified in GLAD (Guided Language Assessment and Development) and have received thorough follow-up coaching. Primary teachers are skilled and trained in Really Great Reading, Heggerty, and SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words).

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Marina Village Middle School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Marina Village Middle School
Street	1901 Francisco Dr.
City, State, Zip	El Dorado Hills, CA 95762
Phone Number	916-933-3993
Principal	Levi Cambridge
Email Address	lcambridge@rescueusd.org
School Website	http://www.marinamustangs.com
Grade Span	6-8
County-District-School (CDS) Code	09619786103527

2025-26 District Contact Information

District Name	Rescue Union Elementary School District
Phone Number	530-677-4461
Superintendent	Jim Shoemake
Email Address	jshoemake@rescueusd.org
District Website	www.rescueusd.org

2025-26 School Description and Mission Statement

"The Rescue Union School District, working cooperatively with parents and community, will educate all students to their highest potential, preparing them to understand and appreciate the past, adapt to the ever-changing present, and make responsible decisions for the future."

Marina Village Middle School is located north of Highway 50 in El Dorado Hills. The school was built in 1982. It is a sixth/seventh/eighth-grade school with an enrollment of 752 students on campus. Marina Village is one of seven schools in the District. Marina Village has a trimester schedule that provides students with more enrichment choices than on a semester schedule. Progress reports are posted online shortly after the middle of each trimester. Grades are posted online at the end of

2025-26 School Description and Mission Statement

each trimester and hard copies are available upon request.

Marina Village has established a reputation for academic excellence. There are grade requirements for participating in extracurricular activities. The staff has high expectations for quality work from students. Each student can expect to be treated fairly, to work and play in a safe environment, to be challenged, and to be properly instructed and evaluated by competent, caring teachers.

Students with special needs are provided special help through several support programs. The Resource Specialist Program provides help for students in the areas of mathematics, reading, and language arts. This support is provided by direct instruction, collaboration with the classroom teacher, and team teaching. Class sizes are small to allow for individual attention. Additional support is provided by a school counselor, a health office nurse, a district nurse (1 day per week), a school psychologist, and a county speech/language specialist (3 days per week). Services include academic counseling, crisis intervention, wellness center, and referrals to outside agencies. Tutorial instruction is available before school, during lunch periods when school is in session for a full day, and after school through the Homework Club program for those students in need of extra help. A mandatory assignment to Homework Club is provided for students who are academically failing. Marina Village teachers work closely with the support staff.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	234
Grade 7	253
Grade 8	277
Total Enrollment	754

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.0
Male	52.0
Asian	8.5
Black or African American	2
Filipino	1.7
Hispanic or Latino	13.1
Native Hawaiian or Pacific Islander	1.0
Two or More Races	5.9
White	67.8
English Learners	0.7
Foster Youth	0
Homeless	0.3
Migrant	0
Socioeconomically Disadvantaged	12.8
Students with Disabilities	11.4

A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	33.8	94.81	168.3	94.01	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1	0.56	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1.8	1	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2.8	1.6	11953.1	4.28
Unknown/Incomplete/NA	1.8	5.19	5	2.82	15831.9	5.67
Total Teaching Positions	35.6	100	179.1	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.7	87.35	164.3	94.75	231142.4	83.24
Intern Credential Holders Properly Assigned	1	2.75	2	1.15	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.5	1.62	0.8	0.46	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2	5.5	2.7	1.56	11746.9	4.23
Unknown/Incomplete/NA	1	2.75	3.6	2.07	14303.8	5.15
Total Teaching Positions	36.3	100	173.5	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.5	94.61	159.9	92.57	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.8	2.45	6.4	3.75	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1.1	0.67	12112.8	4.34
Unknown/Incomplete/NA	1	2.91	5.2	3.01	13705.8	4.91
Total Teaching Positions	34.3	100	172.7	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0.5	0.8
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0.5	0.8

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	2	0
Total Out-of-Field Teachers	0.00	2	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	1.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	2.6	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Students have access, both physical and online, to their textbooks.

Year and month in which the data were collected

1/5/26

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill: ConnectED StudySync	0.0
Mathematics	6-8 Houghton Mifflin Harcourt: Big Ideas Math - 2014	0.0
Science	AMPLIFY Grade 6 STEMSCOPES Grades 7-8	0.0
History-Social Science	Grades 6-8: TCI	0.0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

School buildings and grounds at Marina Village provide a clean, positive environment that is conducive to teaching, instruction, and learning. Staff and student restrooms are clean and well-maintained. Floors, walls, roof, and plumbing are maintained on a regular schedule.

The Rescue School District custodial and maintenance personnel work hard to keep the campus clean, safe, and in good working order. A district deferred maintenance program is in place to repair or replace major areas of the campus, such as roofs, blacktops, carpets, and heating/air conditioning units. All efforts are made to ensure building safety, cleanliness, and adequacy. The school has built an outdoor science classroom that is maintained by students through elective classes and community service opportunities. Improvements to the landscaping and parking lot have been completed and continue to be improved by our garden/campus beautification coordinator.

School Facility Conditions and Planned Improvements

During the summer of 2025, Marina Village had the MPR repainted, new curtains installed in the MPR, the gym's exterior wall repaired, and a new epoxy floor installed in the kitchen. Marina Village is also beginning a solar panel project in the parking lot in the fall of 2025.

Year and month of the most recent FIT report	12/23/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			STAFF ROOM FLOOR ISSUES / RM 14 WALLBOARD RIPPED, FLOORING CRACKED / LOCKER ROOM BROKEN TILES, DAMAGED FLOOR
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			WALL TILES CRACKED
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			SOME CRACKS AND MISSING ASPHALT

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	75	74	70	71	47	48
Mathematics (grades 3-8 and 11)	64	66	62	63	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	756	728	96.30	3.70	74.18
Female	363	347	95.59	4.41	80.69
Male	393	381	96.95	3.05	68.24
American Indian or Alaska Native	0	0	0	0	0
Asian	66	66	100.00	0.00	81.82
Black or African American	15	15	100.00	0.00	53.33
Filipino	13	12	92.31	7.69	91.67
Hispanic or Latino	100	98	98.00	2.00	55.10
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	40	37	92.50	7.50	89.19
White	514	492	95.72	4.28	76.22
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	102	99	97.06	2.94	65.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	82	75	91.46	8.54	33.33

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	756	728	96.30	3.70	65.52
Female	363	347	95.59	4.41	62.82
Male	393	381	96.95	3.05	67.98
American Indian or Alaska Native	0	0	0	0	0
Asian	66	66	100.00	0.00	78.79
Black or African American	15	15	100.00	0.00	53.33
Filipino	13	12	92.31	7.69	75.00
Hispanic or Latino	100	98	98.00	2.00	43.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	40	37	92.50	7.50	78.38
White	514	492	95.72	4.28	67.28
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	102	99	97.06	2.94	54.55
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	82	75	91.46	8.54	22.67

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	57.14	66.29	49.66	59.37	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	277	264	95.31	4.69	66.29
Female	131	122	93.13	6.87	67.21
Male	146	142	97.26	2.74	65.49
American Indian or Alaska Native	0	0	0	0	0
Asian	25	25	100.00	0.00	80.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	39	39	100.00	0.00	53.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	88.24
White	181	169	93.37	6.63	65.68
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	46	45	97.83	2.17	55.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	26	86.67	13.33	19.23

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	N/A	N/A	N/A	N/A	N/A
Grade 7	99.2	99.6	99.6	99.2	99.6
Grade 9	N/A	N/A	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement
Parent support of the school is very strong. Parent involvement includes, but is not limited to, Parent Teacher Club (PTC), School Site Council, chaperoning dances and field trips, volunteering with the office and in classrooms, and assisting with promotion activities. Weekly updates from the principal are sent to parents by email and posted on the school website with announcements and reminders about school programs, activities, and events. Additional communication with parents regarding the school and individual students is maintained through an online grade reporting program (Jupitergrades), telephone calls, progress reports, letters, social media, conferences, press releases, special flyers, e-mail, and school website (www.marinamustangs.com). Contact Person: Levi Cambridge, Principal Contact Phone No. (916) 933-3993

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	766	761	36	4.7
Female	371	368	16	4.3
Male	395	393	20	5.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	66	66	2	3.0
Black or African American	15	15	2	13.3
Filipino	13	13	1	7.7
Hispanic or Latino	104	101	4	4.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	40	40	0	0.0
White	519	517	24	4.6
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	103	102	7	6.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	98	98	8	8.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.74	1.32	1.83	1.57	1.54	2.13	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.03	0	0.03	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.83	0.00
Female	0.27	0.00
Male	3.29	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.52	0.00
Black or African American	6.67	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.88	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.50	0.00
White	1.16	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.91	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.04	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Parents and students consistently provide feedback indicating that Marina Village promotes a positive learning environment and that students are challenged in all academic areas. Positive behavior and achievement are recognized in numerous ways. Staff members nominate students for "Student Recognition" at the end of every week and trimester. These students are acknowledged for their special achievements. Teachers provide online messaging for outstanding behavior through our parent messaging system and those students are entered into drawings for a reward. Academic achievement is recognized through the Honor Roll and Principal's Honor Roll awards each trimester, and the school's Honor Society. 8th-grade students are eligible for the Mustang Pride Award for academic excellence over 3 years and are awarded at 8th-grade promotion.

High expectations for student citizenship are an important part of the Marina Village climate. All students participate in a merit system that encourages appropriate behavior and results in merit deductions and disciplinary action as a consequence of poor behavioral choices. Students who complete each trimester with a full complement of merits are rewarded with an educational assembly. Students who do not qualify for the assembly may participate in alternative activities to help them learn about personal responsibility and positive choices. The school counselor also provides presentations to all students in behavioral areas that are a concern, and school-wide assemblies provide additional instruction in behavior areas such as bullying, cyber safety, substance abuse, and student interactions.

Each year, the school's safety plan and discipline policy are reviewed. The policy revisions have had a positive impact on student behavior. This year's committee will review the existing policy and may recommend additional revisions. Marina Village has implemented several programs to improve the climate and help students feel more connected to the school and their community.

The Aloha program is made up of 8th graders who plan activities for 6th graders to help them with their transition to middle school. Marina has implemented a PBIS (Positive Behavior Intervention and Supports) program to teach student behavior expectations, recognize positive choices, and provide support services for students. A variety of clubs meet after school, offering opportunities for positive social interaction, and students can create clubs in their areas of interest. Marina students are involved in anti-drug, anti-tobacco, environmental, and community service activities. Marina staff have also been trained in SEL practices, conflict resolution, and hold a wellness day every year. Marina Village students function in a safe, positive environment. Marina Village recognizes that positive behavior and appropriate activities will stimulate a healthy, productive school climate.

A Site Safety Committee meets as part of the School Site Council to update the School Safety Plan and identify areas of need. Eagle Scout projects and community outdoor workdays are scheduled to improve facilities.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	6	15	0
Mathematics	22	7	13	1
Science	26	1	17	0
Social Science	31	3	12	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	3	17	
Mathematics	24	6	15	
Science	28	1	17	
Social Science	30	5	11	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	3	17	
Mathematics	25	6	13	2
Science	27	1	18	
Social Science	32	3	12	5

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	741

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,768	\$3,836	\$8,932	\$94,965
District	N/A	N/A	\$9,631	\$91,991
Percent Difference - School Site and District	N/A	N/A	-7.5	3.2
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	-22.1	-5.3

Fiscal Year 2024-25 Types of Services Funded

All Rescue schools receive equal allocations, per student, of LCFF Base Funding. This funding helps support students by providing instructional materials, supplies, and other needs. Funding for support services, such as maintenance of buildings and grounds, utilities, and student transportation, is budgeted for at the district level and provided to each school site based on the varying needs of the individual school.

In addition to the Base Funding described above, schools in the Rescue Union School District receive Supplemental funding roughly proportional to the number of unduplicated pupils (English Learners, Socioeconomically Disadvantaged, and Foster/Homeless Youth) they serve. Furthermore, school sites receive allocations from other state and federal categorical programs, including Title I and Title II. The purpose of these categorical programs ranges from improving the quality of the total instructional program for all students to addressing the unique needs of special groups of students.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$61,543	\$61,516
Mid-Range Teacher Salary	\$85,191	\$95,479
Highest Teacher Salary	\$110,211	\$125,208
Average Principal Salary (Elementary)	\$144,480	\$152,668
Average Principal Salary (Middle)	\$146,403	\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$231,774	\$242,781
Percent of Budget for Teacher Salaries	32.87%	29.76%
Percent of Budget for Administrative Salaries	5.07%	5.74%

Professional Development

Early Release Professional Development/Teacher Collaboration days are scheduled each Wednesday throughout the school year. During these meetings, teachers work to analyze assessment data and target key standards. In addition, they plan, develop, and improve effective instructional strategies. Staff development related to instructional practices, curriculum, technology, Common Core State Standards, and other educationally related matters are provided for all teachers.

Teachers receive professional development and will work collaboratively on a regular, ongoing basis to target key standards, analyze formative assessment data, and develop appropriate instructional practices.

At the middle schools, minimum days are provided for departmental collaboration, parent conferences, report card preparation, and middle school/high school departmental articulation.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Pleasant Grove Middle School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Pleasant Grove Middle School
Street	2540 Green Valley Road
City, State, Zip	Rescue, CA 95672
Phone Number	530-672-4400
Principal	Vera Rue Morris
Email Address	vmorris@rescueusd.org
School Website	https://www.pleasantgrovepumas.org/
Grade Span	6-8
County-District-School (CDS) Code	09619780101519

2025-26 District Contact Information

District Name	Rescue Union Elementary School District
Phone Number	530.677.4461
Superintendent	Jim Shoemake
Email Address	jshoemake@rescueusd.org
District Website	www.rescueusd.org

2025-26 School Description and Mission Statement

Since opening on August 18, 2003, Pleasant Grove has established a reputation for academic excellence and is a source of community pride. Pleasant Grove is located thirty miles east of Sacramento, California in the beautiful foothills of El Dorado County and is currently enrolled with 487 sixth, seventh, and eighth grade students.

At Pleasant Grove, our primary goal is to help all of our students be successful. All programs and policies are established to accomplish this goal. In order to support this, Pleasant Grove couples our certified school-wide AVID (Advancement Via Individual Determination) program and practices with Positive Behavior Incentives and Supports (PBIS). To support students on a path of career and college readiness, AVID brings research-based strategies and curriculum to educational institutions in

2025-26 School Description and Mission Statement

elementary, secondary, and higher education. As a result, policymakers and educators now consider AVID's mission to be an essential strategy for closing the achievement gap and for making college access and success available to all students. By implementing school-wide AVID strategies, we provide all students with methodologies that develop their critical thinking, literacy, and math skills across all content areas. Our AVID program focuses on skills and behaviors that promote academic success and provides intensive support with tutorials and strong student/teacher relationships, while also supporting peer collaboration, and a rigorous education. Our PBIS program helps to foster and develop student's social emotional skills and successes. For example, students are recognized and rewarded for their positive choices, taught or re-taught social skills as needed, and provided with various types of behavior supports. The school-wide AVID and PBIS programs work together to develop as a whole child both academically and socially.

In order to support the transition into sixth grade from elementary, we core our students together. Core scheduling allows sixth graders to have the same teacher for history and language arts, the same teacher for math and science, and an additional teacher for PE. This reduces the amount of transitions and teachers from six different teachers down to three or four depending on each sixth graders' schedule.

The school day is broken up into seven 50 minute periods of Math, Science, English, History, Physical Education, an elective and a lunch period. Elective options include: Band, Guitar Spanish, Leadership, Speech/Drama, Movie Analysis, Game Design, Art Exploration, Intervention, Study Hall, English Language Development, and Advancement via Individual Determination (AVID). The staff has high expectations for the quality of work from students. Each student can expect to be treated fairly, to work and socialize in a safe environment, to be challenged, and to be properly instructed and evaluated by highly qualified, caring teachers. Middle school students rely heavily upon social affiliation during a period of rapid physical and socio-emotional development as they establish a sense of self, while still needing adult guidance and connection. We believe that middle school students are highly malleable, so they need adults with whom they can connect and who lead them in a positive direction by tapping into their interests to motivate positive relationships and strong educational habits.

Students with special needs are provided specialized academic instruction through several support programs. The Resource Specialist Program provides help for students in the areas of mathematics, reading and language arts, history, science, and electives. This support is provided through multiple pedagogical practices: direct instruction, collaboration with the classroom teacher, team teaching, and paraprofessional support integrated throughout the school day and disciplines. Special Day Classes (SDC) also serve our students who meet certain special education criteria. The class size in our SDC program is small to allow for individual attention; however, students can be fully integrated into mainstream PE and some elective classes with their general education peers. Each SDC class has two aides. We currently have three sections of SDC and two sections of RSP.

Additional support is provided by a full-time counselor, a shared nurse, a full time health office clerk, a full-time psychologist, a district EL Coordinator, a mental health clinician through a partnership grant with Summetview, and a county speech/language specialist (2 days/week). A Learning Support Team is in place to support students who may be struggling academically or socially. Tutorial instruction is available during lunch periods and intervention aide supports are integrated into the classroom setting to provide support for students within the general education classroom setting.

In addition to the English Language Development class, we have focused on building our library selection to include books offered in multiple languages. Additionally, we provide Rosetta Stone for level 1 ELs.

Communication with parents is a key component to student academic success. It is critical to provide a format where students, teachers, and parents can communicate to support the development of student-centered learning and student self-advocacy. Pleasant Grove uses an online grading program, Jupiter Grades, and a classroom informational system, Google Classroom, to provide a format for more effective communication between all stakeholders. Through these interactive and engaged practices, parents have access to up-to-date information on student grades and upcoming assignments to support their student's academic success. Additionally, progress reports are available three times a year through the Aeries Portal mid-trimester and report card grades are available through the Aeries Portal at the end of each trimester. Lastly, regular communication is sent home to parents via a digital newsletter, emails, and text messages.

Pleasant Grove promotes a positive learning environment where all students are held to high academic standards and are recognized for positive behavior and hard work. Positive behavior and achievement are recognized through honor roll, student of the trimester awards, positive behavior referrals, PUMA Pride Awards, and Student of the Trimester Awards. There are also opportunities for all students to participate in W.E.B. team (Where Everyone Belongs) to facilitate student leadership and to help to maintain a positive school climate, lunch time clubs, and after school clubs.

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	152
Grade 7	160
Grade 8	158
Total Enrollment	470

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	48.5
Male	51.5
American Indian or Alaska Native	0.4
Asian	0.9
Black or African American	0.4
Filipino	1.3
Hispanic or Latino	18.5
Two or More Races	4
White	74.5
English Learners	2.6
Foster Youth	0.2
Homeless	2.1
Socioeconomically Disadvantaged	27.4
Students with Disabilities	16.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.9	80.58	168.3	94.01	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1	0.56	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.8	7.28	1.8	1	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.8	3.24	2.8	1.6	11953.1	4.28
Unknown/Incomplete/NA	2.2	8.9	5	2.82	15831.9	5.67
Total Teaching Positions	24.7	100	179.1	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.1	90.97	164.3	94.75	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	2	1.15	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.2	0.82	0.8	0.46	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.4	1.64	2.7	1.56	11746.9	4.23
Unknown/Incomplete/NA	1.6	6.57	3.6	2.07	14303.8	5.15
Total Teaching Positions	24.3	100	173.5	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.8	75.69	159.9	92.57	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	7.63	6.4	3.75	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.1	4.43	1.1	0.67	12112.8	4.34
Unknown/Incomplete/NA	3.2	12.21	5.2	3.01	13705.8	4.91
Total Teaching Positions	26.2	100	172.7	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	1.80	0.2	2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.80	0.2	2

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.60	0.2	0
Local Assignment Options	0.20	0.2	1.1
Total Out-of-Field Teachers	0.80	0.4	1.1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.4	0.9	6.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		1/15/2018
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill: ConnectED StudySync	0
Mathematics	6-8 Houghton Mifflin Harcourt: Big Ideas Math - 2014	0
Science	AMPLIFY Grade 6 STEMSCOPES Grades 7-8	0
History-Social Science	Grades 6-8: TCI	0
Health		0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

School buildings and grounds at Pleasant Grove provide a clean, positive environment that is conducive to teaching, instruction, and learning. Staff and student restrooms are clean and well maintained. Floors, walls, roofs, and plumbing are maintained on a regular schedule. All efforts to ensure building safety, cleanliness, and adequacy have been successful. Rescue School District custodial and maintenance personnel work hard to keep the campus clean, safe, and in good working order.

While our facility is still fairly new and in good working order, a district deferred maintenance program is in place to repair or replace major areas of the campus, such as roofs, black top, carpet, stucco, and heating/air conditioning units when needed. Pleasant Grove is in the process of solar installation as of December 2024 to be completed February 2025. Stucco was repaired on the back side of the MP building and the library.

The facilities at Pleasant Grove Middle School are in very good condition.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	12/23/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			GYM HVAC RPLCD SPRING 2024 / MP HVAC TO BE RPLCD 2025-26
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			CRACKED STUCCO REPAIRED ON LIBRARY AND MP
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			D POD WINDOWS LEAKING

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	61	63	70	71	47	48
Mathematics (grades 3-8 and 11)	39	39	62	63	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	470	433	92.13	7.87	62.82
Female	229	206	89.96	10.04	69.42
Male	241	227	94.19	5.81	56.83
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	86	76	88.37	11.63	48.68
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	16	94.12	5.88	68.75
White	354	330	93.22	6.78	65.15
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	125	109	87.20	12.80	44.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	83	70	84.34	15.66	22.86

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	470	434	92.34	7.66	39.40
Female	229	205	89.52	10.48	38.05
Male	241	229	95.02	4.98	40.61
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	86	76	88.37	11.63	31.58
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	16	94.12	5.88	25.00
White	354	331	93.50	6.50	41.09
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	125	109	87.20	12.80	24.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	83	71	85.54	14.46	9.86

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	32.17	49.32	49.66	59.37	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	159	146	91.82	8.18	49.32
Female	70	64	91.43	8.57	57.81
Male	89	82	92.13	7.87	42.68
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	33	28	84.85	15.15	39.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	117	111	94.87	5.13	49.55
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	42	36	85.71	14.29	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	21	84.00	16.00	9.52

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	97.5	98.2	96.9	98.8	98.2

C. Engagement	State Priority: Parental Involvement The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement
Pleasant Grove consulted with all stakeholders in the development of this site plan. Surveys are sent out at the beginning and end of each school year to gather data on school climate, inclusion practices, academic rigor, areas of strength, and areas needing improvement. The data of the surveys is reviewed by staff via professional discussions at staff and collaboration meetings to elicit feedback about any conclusions and possible responses to the data. The school Site Council meets six times a year to review data collected in their survey and compares it to both the results of school provided Google Form Survey and a newly created Positive Culture District Survey and the comments and ideas offered by staff. Additional data is collected through our participation on our District English Learner Advisory Committee (DELAC), Site English Learner Advisory Committee (ELAC), and monthly meetings with our Parent Teacher Organization (PTO), all of which are reviewed by school staff at collaboration meetings. SBAC assessment data, accelerated reading data, IXL math data, bi-trimester grade analysis data, classroom data metrics, and student survey data are reviewed by school staff throughout the year, considered in conjunction with the indirect data gathered in the above data and used in the development of this plan as well as the Site Plan for Student Achievement. Contact Person: Vera Rue Morris, Principal Contact Phone No. 530-672-4400

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	489	485	57	11.8
Female	240	236	33	14.0
Male	249	249	24	9.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	91	90	14	15.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	19	19	4	21.1
White	364	361	37	10.2
English Learners	12	12	1	8.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	140	138	31	22.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	91	91	15	16.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
5.92	5.92	6.54	1.57	1.54	2.13	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.2	0	0.2	0.03	0	0.03	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.54	0.20
Female	5.00	0.42
Male	8.03	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.49	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	10.53	0.00
White	6.59	0.27
English Learners	8.33	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	10.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.79	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Parents and students believe that Pleasant Grove provides a positive learning environment and the students are challenged in all academic areas. Positive behavior and achievement are recognized by Puma Pride awards, Clash of the Classes, Student of the Trimester awards, positive telephone calls, positive referrals, and messages sent home by the teacher, vice principal, and principal. Staff members nominate Student of the Trimester recipients each trimester along with students earning High Honor Roll and Principal's Honor Roll. Students are allowed to pick various "award" items from our student awards cart. These students are acknowledged for any special achievement not just academic. Academic achievement is recognized through the Honor Roll and Positive Referrals home. Eighth grade students are eligible for various academic and leadership recognition awards presented during promotion. A committee of parents, teachers, students and administrators reviewed other middle school discipline policies and created a parent/student handbook for Pleasant Grove and this handbook is updated annually.

In addition to academic recognitions, students are recognized for positive behavior with our Puma Pride Awards, positive referrals home, 100 Merit Celebrations, and Student of the Trimester nominations. Through PBIS, students with qualifying merit counts are recognized at various times throughout the year. Through the PBIS program rules and procedures are highlighted and reviewed weekly.

Each year, Pleasant Grove's Safety Committee reviews policies, assesses needs, and explores ways to make our school a safer place and improve the physical and cultural climates. The Pleasant Grove Safety Committee consists of 10 members: Both classified and certificated staff. The school Safety committee meets tri-annually throughout the school year and the plan was last reviewed and updated in November 2024. Our school Safety Plan is also reviewed by our school's Site Council. Physical improvements, leading to a safer school environment, have been made to our school's asphalt paint, classified walkie talkies, and monthly staff meeting safety topics, and improved policies related to campus supervision and monthly meetings, alternative discipline "binder" lesson program, and positive recognition events.

Pleasant Grove has several programs to further promote a positive climate and help students feel more connected to the school and their community. A WEB (Where Everybody Belongs) program is in place to assist all new students in a positive transition to our school. Pleasant Grove students function in a safe, positive environment. Pleasant Grove recognizes that positive behavior and appropriate activities will stimulate a healthy, productive school climate. Students participate in a school culture survey two times per year in order to provide the school staff with feedback and input. These results are used to guide the use of funds and decision making.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	9	7	0
Mathematics	19	8	8	0
Science	27	0	11	0
Social Science	26	1	11	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	9	7	
Mathematics	19	11	6	
Science	25	1	11	
Social Science	22	6	8	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	6	9	
Mathematics	19	8	8	
Science	25	1	11	
Social Science	23	3	10	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	465

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16,227	\$5,508	\$10,719	\$87,672
District	N/A	N/A	\$9,631	\$91,991
Percent Difference - School Site and District	N/A	N/A	10.7	-4.8
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	-3.9	-13.2

Fiscal Year 2024-25 Types of Services Funded

All Rescue schools receive equal allocations, per student, of LCFF Base Funding. This funding helps support students by providing instructional materials, supplies and other needs. Funding for support services, such as maintenance of buildings and grounds, utilities, and student transportation, is budgeted for at the district level and provided to each school site based on the varying needs of the individual school.

In addition to the Base Funding described above, schools in the Rescue Union School District receive Supplemental funding roughly proportional to the number of unduplicated pupils (English Learners, Socioeconomically Disadvantaged, and Foster/Homeless Youth) they serve. Furthermore, school sites receive allocations from other state and federal categorical programs, including Title I and Title II. The purpose of these categorical programs range from improving the quality of the total instructional program for all students to addressing the unique needs of special groups of students.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$61,543	\$61,516
Mid-Range Teacher Salary	\$85,191	\$95,479
Highest Teacher Salary	\$110,211	\$125,208
Average Principal Salary (Elementary)	\$144,480	\$152,668
Average Principal Salary (Middle)	\$146,403	\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$231,774	\$242,781
Percent of Budget for Teacher Salaries	32.87%	29.76%
Percent of Budget for Administrative Salaries	5.07%	5.74%

Professional Development

Pleasant Grove Teachers participate in roughly thirty eight Early Release Professional Development/Teacher Collaboration Wednesdays are scheduled throughout the school year. During these meetings, teachers work to analyze assessment data and target key standards. In addition, they plan, develop and improve effective instructional strategies. Staff development related to instructional practices, curriculum, technology, Common Core State Standards, and other educationally related matters are provided for all teachers.

Teachers receive professional development and will work collaboratively on a regular, ongoing basis to target key standards, analyze formative assessment data and develop effective instructional practices. Teachers and administrators regularly attend conferences and workshops to learn about and implement the most effective instructional practices. There is a focus on AVID instructional teaching practices as well as PBIS strategies woven throughout the professional development yearly cycle. Teachers attend the AVID Summer Institute or the AVID Winter Institute.

Additionally, we provide two and a half days for parent conferences, one and a half days for report card preparation and collaboration, and IEP/504 transition and collaboration days between the middle school and high school.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Rescue Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Rescue Elementary School
Street	3880 Green Valley Road
City, State, Zip	Rescue, CA 95672
Phone Number	530-677-2720
Principal	Todd McGinnis
Email Address	tmcginnis@rescueusd.org
School Website	www.rescueelementary.org
Grade Span	K-5
County-District-School (CDS) Code	09619786005714

2025-26 District Contact Information

District Name	Rescue Union Elementary School District
Phone Number	530-677- 4461
Superintendent	Jim Shoemake
Email Address	jshoemake@rescueusd.org
District Website	www.rescueusd.org

2025-26 School Description and Mission Statement

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

2025-26 School Description and Mission Statement

one percent of Rescue School's population are socio-economically disadvantaged. Our cultural demographics include 0.8% American Indian or Alaska Native, 2% Asian, 0.4% Filipino, 1.2% African American, 12.2% Hispanic or Latino, and 82.7% White.

Rescue Elementary has 21 general education classrooms in grades TK-5. We offer weekly physical education class for grades 1-5 and one Resource Specialist class for grades TK-5. We also have band classes for students in grades TK-5. With the support of the Rescue Elementary Parent Teach Council, we are able to offer monthly garden lessons and art instruction. Our teachers are a highly qualified collection of nurturing and devoted professionals with consistently high standards for themselves and their students. We offer a balanced instructional program with the goal of meeting the needs of the whole child. Our district adopted curricular materials include Benchmark (English Language Arts, GO Math, Step-Up to Writing, Scott Foresman Social Studies, and Handwriting without Tears (TK-2). ELA instruction is supplemented with Accelerated Reader and core literature. Math instruction is supplemented with Reflex Math and Math IXL. We have recently adopted TWIG Science as our NGSS State approved science curriculum. Academic differentiation is provided through a variety of methods including, but not limited to, small group, leveled group, and challenge group instruction. Our Learning Center is also used to support students. Teachers continue to receive staff development and collaboration time to work on California State Standards and with curriculum. Rescue teachers are in the process of becoming certified in Guided Language Acquisition Development (GLAD) instructional strategies.

All grades are equipped with a class set of Chromebooks for their classroom to use. All classrooms have projectors and ELMOs to support student learning. Most have SMART Board Technology or smart TV's as well. Rescue Elementary has a Maker Space lab for all students to utilize that promotes STEAM inquiry and discovery. There are at least a dozen stations for students to utilize in the Maker Space. Rescue Elementary also offers a quality art program (Meet the Masters) for students in grades K-5. Students receive art instruction learning about various historical artists and their techniques and get to apply them to various art projects.

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

Rescue School is supported by the services of a nurse, psychologist, counselor, behaviorist, librarian, and a speech and language specialist. Our nurse is available 5 days a week to meet the health needs of students including vision and health screenings. The district psychologist performs evaluations and also meets with students when appropriate. The Librarian is a full time employee who is on campus 5 days a week. The Library is open before and after school. Each class rotates into the Library each week for stories read by our Librarian and to check out books. The Speech and Language Specialist works with students five days a week. A Learning Center exists to support those children with identified learning disabilities. Rescue School also participates in Academic Assessment/Program Modification, and the Individual Education Program (IEP) planning process. During leveled reading, students are grouped by their reading level so that all students receive appropriate instruction. Reading aides also work with groups of students during leveled reading in order to achieve the lowest possible teacher student ratio. The overall goal is to bring all students to benchmark and challenge advanced learners.

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

Our students are offered many enrichment opportunities which are supported by fundraisers, school donations and our PTC. We offer competitive sports teams for Cross Country (3rd-5th), Volleyball (5th), and Basketball (4th-5th). Other enrichment activities are offered through the school year including, but not limited to art, music, yoga, STEM, games, garden, and dance programs. Students can participate in our Student Council (4th-5th) and organize many events that foster community in our school and supports our community as a whole.

Our goal for our students and our staff is to exhibit behaviors in conjunction with Rescue's Big Three: Show Respect, Make Good Decisions, and Solve Problems. We offer successful social/emotional programs through character building and anti-bullying instruction. Positive Behavior Intervention Support is currently being implemented at Rescue School. Instruction is provided to demonstrate Rescue Elementary's behavior expectations and an incentive program is available at the classroom and school-wide level to recognize students who make good choices. Character traits are featured each month and monthly assemblies are scheduled to celebrate the academic and social achievements of our students. We employ a full time counselor to offer individual counseling to students in need, facilitate social skills groups, and deliver classroom lessons, such as Building Friendships, Respect, College, and Career Readiness and Self-Esteem. Rescue elementary offers a well rounded program with a variety of activities and supports that provide a positive experience for our students.

2025-26 School Description and Mission Statement

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	121
Grade 1	65
Grade 2	78
Grade 3	90
Grade 4	82
Grade 5	83
Total Enrollment	519

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.7
Male	50.3
American Indian or Alaska Native	1.3
Asian	1.9
Black or African American	1.5
Filipino	0.4
Hispanic or Latino	12.7
Native Hawaiian or Pacific Islander	0.4
Two or More Races	0.8
White	80.9
English Learners	1.9
Foster Youth	0.2
Homeless	0.4
Socioeconomically Disadvantaged	24.7
Students with Disabilities	11.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24	96.01	168.3	94.01	234405.2	84
Intern Credential Holders Properly Assigned	1	3.99	1	0.56	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1.8	1	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2.8	1.6	11953.1	4.28
Unknown/Incomplete/NA	0	0	5	2.82	15831.9	5.67
Total Teaching Positions	25	100	179.1	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.1	95.69	164.3	94.75	231142.4	83.24
Intern Credential Holders Properly Assigned	1	4.31	2	1.15	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0.8	0.46	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2.7	1.56	11746.9	4.23
Unknown/Incomplete/NA	0	0	3.6	2.07	14303.8	5.15
Total Teaching Positions	23.1	100	173.5	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.1	89.45	159.9	92.57	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.5	10.55	6.4	3.75	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1.1	0.67	12112.8	4.34
Unknown/Incomplete/NA	0	0	5.2	3.01	13705.8	4.91
Total Teaching Positions	23.6	100	172.7	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	2.5
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	2.5

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	11.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All materials are current, high quality and available to all students.

Year and month in which the data were collected	December 2022

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Grades K-5 - 2016	0
Mathematics	K-5 Houghton Mifflin Harcourt: Go Math - 2014	0
Science	TWIG Science Grades K-5	0
History-Social Science	Scott Foresman History-Social Science for California Grades K-5	0
Health		0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

School buildings and grounds at Rescue School provide a clean, positive environment that is conducive to teaching, instruction, and learning. Staff and student restrooms are clean and well maintained. Floors, wall, roof, and plumbing are maintained on a regular schedule.

During 2019, new roofs were installed on our C-wing buildings and new ramps were installed in our D-wing and E-wing portables. The upper blacktop was scraped, replaced, and restriped providing a brand new, level, and safe play area.

During 2022, a new roof was installed on the multipurpose room. Summer 2023, Kinder playground grass was replaced with turf. Summer of 2024, Rescue Elementary is scheduled for solar panels to be installed in the parking lot and modernization project for the MPR to add a stage and new outdoor eating area.

School Facility Conditions and Planned Improvements

During 2024/2025 the Multipurpose room (MPR) was fully remodeled and an indoor platform/teaching area was added. The MPR remodel included a new covered outdoor eating area, a remodel of the campus kitchen, and three universal restrooms.

Monthly playground equipment inspections and report and written monitoring the condition of our play area.

Year and month of the most recent FIT report12/23/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			FLOOR IN E WING RR NEEDS REPLACING
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			BLDG F HAS SIGNS OF POSSIBLE LEAK
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	FIELD HAD GOPHER HOLES AND NEEDS REPAIRS AND TWO SLIDES NEED REPAIR

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	64	72	70	71	47	48
Mathematics (grades 3-8 and 11)	70	70	62	63	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	255	238	93.33	6.67	72.27
Female	119	112	94.12	5.88	76.79
Male	136	126	92.65	7.35	68.25
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	25	24	96.00	4.00	62.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	215	201	93.49	6.51	73.63
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	64	55	85.94	14.06	56.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	25	73.53	26.47	40.00

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	255	237	92.94	7.06	69.92
Female	119	111	93.28	6.72	66.67
Male	136	126	92.65	7.35	72.80
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	25	24	96.00	4.00	79.17
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	215	199	92.56	7.44	69.19
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	64	55	85.94	14.06	60.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	26	76.47	23.53	30.77

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	42.53	58.33	49.66	59.37	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	80	72	90.00	10.00	58.33
Female	47	43	91.49	8.51	53.49
Male	33	29	87.88	12.12	65.52
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	71	64	90.14	9.86	57.81
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	21	16	76.19	23.81	43.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	98.8%	100%

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Rescue Elementary utilizes parent volunteers in the classroom on a regular basis. Many of our parent participate in this program ans help support the classrooms with group rotations or classroom events. Our staff is very grateful for the support we receive from our volunteers.

Rescue enjoys support for school programs on many levels. Parents are actively involved and interested in every aspect of their children’s education from classroom assistance to participation in the Parent-Teacher Council (PTC) and School Site Council. The PTC organizes parent and community volunteers to plan social events for the Rescue Community such as the Harvest Festival, Daughter and Son events. They also organize a variety of fundraisers such as the "Fun Run," The "Read-a-Thon," and Pie sales to raise money to provide enrichment to our school.

The School Site Council (SSC) helps develop the Single School Plan for Student Achievement to set yearly goals and objectives in Language Arts, Math, Science/Social Studies, Health and Wellness, Citizenship, Visual and Performing Arts, and fitness. Technology improvements, our Art program, Makerspace, after school enrichment and activities/assemblies are offered annually to our students and supported through the fundraising efforts of the PTC and our Single Plan for Student Achievement.

Our student council provides many opportunities for parents to participate in their child's educational experience. Muffins for Mom and Donuts for Dad are the morning reading event that brings our parents to school to share good literature with their children. Our student council raises funds to support their goals, school-wide activities, and many causes to support those in need in the community. The council also sponsors school spirit days and special events. Families are encouraged to participate in our Grandparents' Day in September and our Veterans' Day event in November. We encourage our families to volunteer in their student's classrooms, attend field trips, and participate in various school extracurricular activities.

Contact Person: Todd McGinnis, Principal
Contact Phone No. 530-677-2720

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	540	537	53	9.9
Female	269	268	24	9.0
Male	271	269	29	10.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	11	1	9.1
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	74	72	13	18.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	432	431	39	9.0
English Learners	12	12	2	16.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	144	141	28	19.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	78	77	12	15.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.58	0.39	1.67	1.57	1.54	2.13	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.03	0	0.03	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.67	0.00
Female	0.37	0.00
Male	2.95	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.35	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.85	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.17	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.56	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Rescue School was the first school built in the district (1958). Currently the campus contains 21 regular education classrooms, a library, a Learning Center, a gymnasium, a STEM room, an extended day room, and an administrative office. Students in grades K-5 have access to a swing set, climbing apparatus and bars, asphalt play area, and an open grass field. The custodial staff maintains campus cleanliness. The Safety Plan is an annual document designed to highlight areas of pride within our school while detailing ongoing goals and projects that are scheduled to continue improving our campus and the educational experience for our community. The Safety Plan is organized into three main categories: Physical Environment, Social Environment, and Cultural Environment. Each category offers objectives and goals meant to improve in these areas. Several committees including the Positive Behavior Intervention Support Committee (PBIS), the School Culture and Climate Committee and the School Site Council meet regularly to discuss school rules and procedures and address any school safety issues. Surveys are also given to solicit feedback from Rescue community stakeholders. The Rescue School Safety Plan (Reviewed 1/9/23) can be found on our school website at www.rescueelementary.org under the "Our School" tab and the "School Site Council" drop down menu.

Rescue School is on a traditional schedule to maximize the use of facilities. Fire department and insurance officials inspect the campus on a regular basis. Emergency backpacks with items needed during a crisis are in every classroom. Staff members receive annual training re: child protective services. Teachers and aides supervise the playground with a ratio of approximately 1 adult to 75 students. Safety is a top priority at Rescue School!

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	4	1	0
1	22	0	4	0
2	24	0	3	0
3	24	0	3	0
4	30	0	3	0
5	26	0	3	0
6	0	0	0	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	5	0	0
1	25	0	3	0
2	22	0	4	0
3	25	0	3	0
4	25	0	3	0
5	30	0	3	0
6	0	0	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		3	
1	22		3	
2	26		3	
3	23		4	
4	27		3	
5	28		3	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	502

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,732	\$3,642	\$9,090	\$86,741
District	N/A	N/A	\$9,631	\$91,991
Percent Difference - School Site and District	N/A	N/A	-5.8	-5.9
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	-20.3	-14.3

Fiscal Year 2024-25 Types of Services Funded

All Rescue schools receive equal allocations, per student, of LCFF Base Funding. This funding helps support students by providing instructional materials, supplies and other needs. Funding for support services, such as maintenance of buildings and grounds, utilities, and student transportation, is budgeted for at the district level and provided to each school site based on the varying needs of the individual school.

In addition to the Base Funding described above, schools in the Rescue Union School District receive Supplemental funding roughly proportional to the number of unduplicated pupils (English Learners, Socioeconomically Disadvantaged, and Foster/Homeless Youth) they serve. Furthermore, school sites receive allocations from other state and federal categorical programs, including Title I and Title II. The purpose of these categorical programs range from improving the quality of the total instructional program for all students to addressing the unique needs of special groups of students.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$61,543	\$61,516
Mid-Range Teacher Salary	\$85,191	\$95,479
Highest Teacher Salary	\$110,211	\$125,208
Average Principal Salary (Elementary)	\$144,480	\$152,668
Average Principal Salary (Middle)	\$146,403	\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$231,774	\$242,781
Percent of Budget for Teacher Salaries	32.87%	29.76%
Percent of Budget for Administrative Salaries	5.07%	5.74%

Professional Development

Early Release Professional Development/Teacher Collaboration days are scheduled on various days throughout the school year. During these meetings, teachers work to analyze assessment data and target key standards. In addition, they plan, develop and improve effective instructional strategies. Staff development related to instructional practices, curriculum, technology, California State Standards, and other educationally related matters are provided for all teachers.

Teachers receive professional development and will work collaboratively on a regular, ongoing basis to target key standards, analyze formative assessment data, and develop effective instructional practices.

At the elementary sites, three days are scheduled for grade level collaboration (reviewing formative assessment data and planning intervention), five minimum days for parent conferences and three days for report card preparation.

Teachers collaborate with grade level teams or school-wide. Teachers discuss grade level standards, common core standards, best practices, students needing to be challenged, students needing support, analyze data and develop/revise pacing guides.

Teachers in grades K-5 have received Step Up to Writing training to support writing instruction for students. Teachers have received the Guided Language Acquisition Development (GLAD) training where they receive professional development and have opportunities to observed GLAD trained teachers implement strategies with students. Teachers in grades K-5 are continuing to implement GLAD units into their instruction. All grades have participated in Love and Logic training to use behavior strategies to support struggling learners. Teachers are also receiving professional development in the implementation of Social Emotional Learning strategies and restorative practices with their students.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20

Comprehensive School Safety Plan

**2025-26
School Year**

School: Green Valley Elementary School
CDS Code: 09619786098693
District: Rescue Union Elementary School District
Address: 2380 Bass Lake Rd.
Rescue, CA 95672

Date of Adoption:

Date of Update:

Date of Review:

- with Staff
- with Law Enforcement
- with Fire Authority

Approved by:

Name	Title	Signature	Date
Michelle Winberg	Principal		
Colin Scowcroft	Site Council Representative		
Jim Shoemake	Superintendent		

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at www.rescueusd.org.

Safety Plan Vision

1. Green Valley Elementary School will provide a comprehensive and academically challenging education for all students.
2. Green Valley Elementary School will provide a safe, orderly, and secure environment conducive to learning.
3. Green Valley Elementary School will develop a plan to work cooperatively and collaboratively with all school staff, parents, students, and community agencies, including law enforcement, to provide a safe and orderly school.
4. Green Valley Elementary School will establish and use strategies and programs to comply with school safety laws.

Components of the Comprehensive School Safety Plan (EC 32281)

Green Valley Elementary School Safety Committee

Assessment of School Safety

Annual assessments of School Safety at Green Valley Elementary School are conducted and include a review of data from the District Culture and Climate Survey, RUSD Parent Survey, discipline and attendance data as collected through our student information system and the California School Dashboard. Additional input is received from the school staff and members of the Green Valley School Site Council.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

Green Valley Elementary School recognizes the importance of providing a safe school environment that is conducive to learning and helps to ensure student safety and the prevention of student injury. The staff shall implement appropriate practices to minimize the risk of harm to students, including, but not limited to, practices relative to school facilities and equipment, the outdoor environment, educational programs, and school-sponsored activities.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

All school employees who are mandated reporters under California law are legally required to report known or reasonably suspected cases of child abuse or neglect to appropriate child protective agencies. Failure to report as required by law may result in criminal and civil liability.

Definition of a Mandated Reporter

Mandated reporters include all school personnel, including but not limited to:

- Teachers and administrators
- Classified staff (e.g., instructional aides, custodians, clerical staff)
- Coaches, counselors, nurses, and psychologists
- Volunteers, if they supervise students on a regular basis

Types of Reportable Abuse

Mandated reporters must report any known or reasonable suspicion of:

- Physical abuse
- Sexual abuse or exploitation
- Emotional or psychological abuse
- Neglect (including willful failure to provide food, clothing, shelter, or medical care)
- Willful cruelty or unjustifiable punishment
- Witnessing domestic violence (when affecting the child's welfare)

Reporting Procedures

1. Immediate Verbal Report

- The mandated reporter must immediately or as soon as practically possible make a verbal report to:

* Child Protective Services (CPS) or

* Local law enforcement agency (police or sheriff's department)

- Contact information for local reporting agencies is posted in the main office and staff areas.

2. Written Report

- Within 36 hours of the verbal report, the mandated reporter must complete and submit a written Suspected Child Abuse Report (SCAR) on form BCIA 8572 to the same agency.
- The form may be submitted via fax, mail, or electronically, if allowed.

3. Notification Within School

- The mandated reporter may inform the site administrator or supervisor after making the report, but administrators may not impede or alter the reporting process.
- The identity of the reporter is confidential and should not be shared except as required by law.

4. No Internal Investigation

- School staff should not attempt to investigate or validate the abuse prior to reporting.

- Do not interview the child or contact the suspected abuser beyond what is required to determine if a reasonable suspicion exists.

Training and Acknowledgment

- All employees must complete annual training on child abuse identification and reporting, as required by AB 1432.
- Upon hire and annually thereafter, employees must sign an acknowledgment form stating they understand their reporting obligations under the law.

Documentation and Confidentiality

- A copy of the written report should be retained in a confidential file (not in the student's cumulative record), per district policy.
- Information related to the report must be kept strictly confidential and shared only with authorized officials or investigators.
- Retaliation against a mandated reporter who reports in good faith is strictly prohibited.

Resources and Support

- School counselors, psychologists, and social workers are available to support affected students.
- The school maintains contact information for:
 - Local CPS agency
 - Law enforcement
 - Community mental health and victim support resources

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

1. All-Hazards Approach

The Disaster Plan should address:

- Natural Disasters: Earthquake, wildfire, flooding, extreme weather
- Technological Hazards: Utility failure, hazardous materials release
- Human-Caused Events: Bomb threat, terrorism, civil unrest, mass casualty incidents
- Health Emergencies: Pandemic, biological threats

2. Key Components of the School Disaster Plan

A. Preparedness

- Maintain updated site-specific Emergency Operations Plan (EOP) and Incident Command System (ICS) chart
- Conduct regular drills: fire, earthquake, lockdown, shelter-in-place, and evacuation
- Stock emergency supplies: food, water, first aid, radios, student rosters, etc.
- Assign and train staff in ICS roles: Incident Commander, Operations, Logistics, Planning, Finance

B. Mitigation

- Identify hazards in and around campus (e.g., gas lines, flood zones)
- Ensure non-structural hazard mitigation: secure bookshelves, emergency shutoffs labeled
- Partner with local emergency services to assess and improve site safety

C. Response

- Activate the Incident Command System (ICS)
- Use appropriate emergency response protocols:
 - Evacuation for fire, gas leak, bomb threat
 - Shelter-in-Place for air quality concerns, chemical release
 - Lockdown for intruder or active assailant
- Account for all students and staff
- Provide first aid and care for injured persons
- Coordinate with first responders and district officials

D. Recovery

- Restore safe operations (building inspections, utility checks)

- Provide mental health and counseling services
- Assess and repair damage
- Debrief with staff and district for after-action review
- Update procedures and training based on lessons learned

3. Communication During a Disaster

- Use multiple communication channels: PA system, radios, phones, emergency text/email platforms
- Communicate clearly and calmly with:
- Staff (via ICS structure)
- Students (via classroom teachers or PA)
- Parents/guardians (via district-approved systems)
- Designate a Public Information Officer (PIO) to coordinate with media and community

Adaptations for Students with Disabilities

Students with disabilities that are not cognitively or physically able to follow safety plans, details regarding assistance, such as aide or wheelchair assistance, will be identified in the student's Individualized Education Plan.

Maintain a list of:

- * Students with disabilities
- * Students with medical needs (e.g., medication, mobility)

Ensure accommodations in evacuation and shelter procedures

Include support staff in all planning (e.g., nurses, aides)

Public Agency Use of School Buildings for Emergency Shelters

Policy Statement

In the event of a natural disaster, public health emergency, or other declared crisis, this school site may be designated for temporary use by public agencies to provide emergency shelter, medical services, food distribution, or other community relief services.

The school will cooperate fully with:

- Local law enforcement
- Fire and rescue services
- County Office of Emergency Services (OES)
- California Department of Public Health (CDPH)
- American Red Cross and/or Federal Emergency Management Agency (FEMA)

Such use shall be coordinated to prioritize the safety of students, staff, and school property, and to allow for the continuity of educational operations when feasible.

Procedures

1. Activation and Authorization

- Use of school facilities shall be authorized by the district superintendent or designee in consultation with emergency authorities.
- Public agency partners must present proper identification and written authorization when requesting access to the campus for emergency shelter purposes.

2. Site Coordination

- The school site administrator or designee will:
- Serve as the primary point of contact for coordination
- Provide building access and site maps to authorized personnel
- Ensure the protection of school records, equipment, and instructional materials not needed for shelter operations
- A joint use plan or Memorandum of Understanding (MOU) may be established between the district and the public agency to clarify responsibilities, including liability, security, and cleanup. The Assistant Superintendent of Business Services shall be responsible for establishing the MOU.

3. Safety and Security

- All shelter operations shall maintain compliance with applicable health, fire, and safety codes.
- Public safety personnel will assist in maintaining site security.

- Any areas of campus used for shelter must be clearly separated from instructional or student-only zones (if school is still in session or partially operating).

4. Communication

- The district will inform staff and families of shelter operations on school grounds as appropriate.
- Signage and barriers may be used to guide shelter clients and restrict unauthorized access to school areas.

5. Restoration and Recovery

- Upon conclusion of shelter use, the public agency will:
- Coordinate site cleanup and restoration
- Assess damages and provide appropriate reimbursement or repairs
- Notify the district when the site is fully restored for educational use

Preparedness and Planning

- The school site shall maintain:
- Copies of joint-use agreements or MOUs (if applicable)
- Facility condition assessments and maps
- Updated contact information for local emergency services
- Disaster drills and tabletop exercises should consider scenarios involving emergency shelter use.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.2 - Bullying)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus

(cf. 5112.5 - Open/Closed Campus)

4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-8" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5144 - Discipline)
(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

(cf. 5131.7 - Weapons and Dangerous Instruments)

2. Selling or otherwise furnishing a firearm

3. Brandishing a knife at another person

4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4

6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-8" and "Additional Grounds for Suspension and Expulsion: Grades 4-8," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

(cf. 5148.3 - Preschool/Early Childhood Education)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

The student information system will include data regarding dangerous students that teachers will have access to for three years from the date of the incident. Site administrators and site secretaries will be trained on how to include the information in the student information system and teachers will be trained on where the data will be located.

(E) Sexual Harassment Policies (EC 212.6 [b])

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, when made on the basis of sex and under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5145.3 - Nondiscrimination/ Harassment)
(cf. 6142.1 - Sexual Health and HIV/ AIDS Prevention Instruction)

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion

School-Level Complaint Process/ Grievance Procedure

Complaints of sexual harassment, or any behavior prohibited by the district's Nondiscrimination/ Harassment policy - BP 5145.3, shall be handled in accordance with the following procedure:

1. Notice and Receipt of Complaint: Any student who believes he/ she has been subjected to sexual harassment or who has witnessed sexual harassment may file a complaint with any school employee. Within 24 hours of receiving a complaint, the school employee shall report it to the district Coordinator for Nondiscrimination/ Principal. In addition, any school employee who observes any incident of sexual harassment involving a student shall, within 24 hours, report this observation to the Coordinator/ Principal, whether or not the victim files a complaint. In any case of sexual harassment involving the Coordinator/ Principal to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall instead report to the Superintendent or designee.
2. Initiation of Investigation: The Coordinator/ Principal shall initiate an impartial investigation of an allegation of sexual harassment within five school days of receiving notice of the harassing behavior, regardless of whether a formal complaint has been filed. The district shall be considered to have "notice" of the need for an investigation upon receipt of information from a student who believes he/ she has been subjected to harassment, the student's parent/guardian, an employee who received a complaint from a student, or any employee or student who witnessed the behavior. If the Coordinator/ Principal receives an anonymous complaint or media report about alleged sexual harassment, he/ she shall determine whether it is reasonable to pursue an investigation considering the specificity and reliability of the information, the seriousness of the alleged incident, and whether any individuals can be identified who were subjected to the alleged harassment.
3. Initial Interview with Student: When a student or parent/guardian has complained or provided information about sexual harassment, the Coordinator/ Principal shall describe the district's grievance procedure and discuss what actions are being sought by the student in response to the complaint. The student who is complaining shall have an opportunity to describe the incident, identify witnesses who may have relevant information, provide other evidence of the harassment, and put his/ her complaint in writing. If the student requests confidentiality, he/ she shall be informed that such a request may limit the district's ability to investigate.
4. Investigation Process: The Coordinator/ Principal shall keep the complaint and allegation confidential, except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964) The Coordinator/ Principal shall interview individuals who are relevant to the investigation, including, but not limited to, the student who is complaining, the person accused of harassment, anyone who witnessed the reported harassment, and anyone mentioned as having relevant information. The Coordinator/ Principal may take other steps such as reviewing any records, notes, or statements related to the harassment or visiting the location where the harassment is alleged to have taken place. When necessary to carry out his/ her investigation or to protect student safety, the Coordinator/ Principal also may discuss the complaint with the Superintendent or designee, the parent/guardian of the student who complained, the parent/guardian of the alleged harasser if the alleged harasser is a student, a teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth, law enforcement and/ or child

protective services, and district legal counsel or the district's risk manager. (cf. 5141.4 - Child Abuse Prevention and Reporting)

5. Interim Measures: The Coordinator/ Principal shall determine whether interim measures are necessary during and pending the results of the investigation, such as placing students in separate classes or transferring a student to a class taught by a different teacher.

6. Optional Mediation: In cases of student-on-student harassment, when the student who complained and the alleged harasser so agree, the Coordinator/ Principal may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator, or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree, and he/ she shall be advised of the right to end the informal process at any time. (cf. 5138 - Conflict Resolution)

7. Factors in Reaching a Determination: In reaching a decision about the complaint, the Coordinator/ Principal may take into account:

- a. Statements made by the persons identified above
- b. The details and consistency of each person's account
- c. Evidence of how the complaining student reacted to the incident
- d. Evidence of any past instances of harassment by the alleged harasser
- e. Evidence of any past harassment complaints that were found to be untrue

To judge the severity of the harassment, the Coordinator/Principal may take into consideration:

- a. How the misconduct affected one or more students' education
- b. The type, frequency, and duration of the misconduct
- c. The identity, age, and sex of the harasser and the student who complained, and the relationship between them
- d. The number of persons engaged in the harassing conduct and at whom the harassment was directed
- e. The size of the school, location of the incidents, and context in which they occurred
- f. Other incidents at the school involving different students

8. Written Report on Findings and Follow-Up: No more than 30 days after receiving the complaint, the Coordinator/Principal shall conclude the investigation and prepare a written report of his/ her findings. This timeline may be extended for good cause. If an extension is needed, the Coordinator/ Principal shall notify the student who complained and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If it is determined that harassment occurred, the report shall also include any corrective actions that have or will be taken to address the harassment and prevent any retaliation or further harassment. This report shall be presented to the student who complained, the person accused, the parents/ guardians of the student who complained and the student who was accused, and the Superintendent or designee.

In addition, the Coordinator/ Principal shall ensure that the harassed student and his/her parent/guardian are informed of the procedures for reporting any subsequent problems. The Coordinator/ Principal shall make follow-up inquiries to see if there have been any new incidents or retaliation and shall keep a record of this information.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti
2. Providing training to students, staff, and parents/ guardians about how to recognize harassment and how to respond
3. Disseminating and/ or summarizing the district's policy and regulation regarding sexual harassment
4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to parents/ guardians and the community
5. Taking appropriate disciplinary action

In addition, disciplinary measures may be taken against any person who is found to have made a complaint of sexual harassment which he/ she knew was not true.

Notifications

A copy of the district's sexual harassment policy and regulation shall :

1. Be included in the notifications that are sent to parents/ guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted, including school web sites (Education Code 231.5)
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session (Education Code 231.5)
4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
5. Be included in the student handbook
6. Be provided to employees and employee organizations

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

In cooperation with teachers, students, and parents/guardians, the principal or designee may establish school rules governing student dress and grooming which are consistent with law, Board policy, and administrative regulations. These school dress codes shall be regularly reviewed.

The following guidelines shall apply to all regular school activities:

1. The school dress code shall be enforced equitably on the school campus and at any school-sponsored activity by all staff members.
2. Shoes must be worn at all times and appropriate for the activity.
3. Clothing, jewelry, and personal items (backpacks, gym bags, water bottles etc.) shall be free of writing, pictures, or any other insignia which are crude, vulgar, obscene, profane, or sexually suggestive, depict weapons or images of violence or which promotes the use of alcohol, drugs, tobacco advertising, or any likeness of, or reference to the aforementioned subjects or any illegal activity.
4. Clothing shall not advocate racial, ethnic or religious prejudice.
5. Hats, caps, and other head coverings shall not be worn indoors.
6. Clothes shall be sufficient to conceal undergarments at all times. See-through tops and bare abdomens are prohibited.

The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

Students shall be allowed to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

Gang-Related Apparel

The principal, staff, and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

This school site shall implement secure ingress (entry) and egress (exit) procedures to maintain campus safety, account for all individuals on school property, and provide rapid response capabilities in the event of an emergency or threat. These procedures are reviewed annually and revised as needed based on drills, safety audits, and collaboration with local law enforcement and emergency personnel.

1. Daily Campus Access Procedures

- All campus entrances and exits shall be clearly marked and monitored.
- Single Point of Entry: During school hours, access to the campus shall be limited to one monitored entrance, typically the main office or administration building.
- Visitor Check-In:
 - o All visitors must enter through the main entrance and sign in at the front office.
 - o Visitors will be required to present valid identification and wear a visitor badge at all times while on campus.
 - o Staff are trained to report any individual on campus without a visitor badge.
- Student Arrival and Departure:
 - o Designated drop-off and pick-up zones are supervised during arrival and dismissal times.
 - o When entering or exiting a school campus, drivers of vehicles shall follow all applicable traffic laws follow the traffic flow and direction patterns established, whether temporary or permanent, using cones, markings or other instructional signage.
 - o Drivers need to follow the physical and/or verbal directions of school staff assigned to arrival or departure times. The school will partner with local law enforcement to provide traffic monitoring and enforcement of traffic laws if deemed necessary.
 - o Staff are stationed to monitor crosswalks, loading zones, and pedestrian traffic.
 - o Students who walk or ride bicycles to school shall follow all general pedestrian safety guidelines including appropriate use of sidewalks and crosswalks where available and follow the directions of crossing guards (where stationed)
 - o Students who ride bicycles to school are encouraged to wear appropriate safety helmets and must do so if required by law.
 - o Late arrivals and early dismissals must be processed through the front office and require verification by a parent/guardian or emergency contact.

2. Emergency Ingress and Egress Procedures

- Evacuation Routes:
 - o Each classroom and major area of campus has posted evacuation maps indicating primary and secondary egress routes.
 - o All evacuation routes are kept clear of obstructions and are accessible to individuals with disabilities.
 - o Drills are conducted regularly to ensure all students and staff can exit quickly and safely.
- Ingress During Emergency Response:
 - o In the event of a lockdown, shelter-in-place, or other emergency, all doors will be secured to prevent unauthorized entry.
 - o Emergency personnel (e.g., law enforcement, fire department) will be granted access through a designated emergency access point, coordinated by the school's Incident Commander or designee.
- Controlled Reentry:
 - o After an evacuation or lockdown, reentry will be permitted only after the "all clear" is given by emergency services and the school's Incident Commander.
 - o A sweep of all rooms and restrooms will be conducted prior to reentry.
 - o Student reunification will follow the site's Student Release and Reunification Plan.

3. Special Event and After-Hours Procedures

- For school events open to the public (e.g., performances, sports games, parent nights):
 - o Clearly designated entrances and exits will be used
 - o Signage and barriers will direct traffic flow. (if needed)
 - o Emergency exits will be clearly illuminated and unobstructed.
 - o Additional staff or security personnel may be assigned, if needed, for crowd management.

4. Coordination with Emergency Responders

- Local emergency services are provided with:
 - o Up-to-date campus maps with marked ingress and egress points
 - o Emergency gate keys or codes, as appropriate
 - o Periodic opportunities to participate in drills or site walkthroughs

5. Review and Maintenance

- Ingress and egress procedures are reviewed:
 - o At the beginning of each school year
 - o After each emergency drill or real incident
 - o As part of the school's annual CSSP update

- Facilities staff and site administrators regularly inspect:
 - o Gates, doors, locks, and signage
 - o ADA accessibility of evacuation paths
 - o Emergency lighting and alarms along exit routes

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

School Climate

Element:

To create a positive school climate where students are valued and respected

Opportunity for Improvement:

Continue to increase student connectedness and problem solving/resolution skills

Objectives	Action Steps	Resources	Lead Person	Evaluation
Students will have a variety of recess activities that will engage them and meet their interests while also building student to student relationships	Monitor student choices at recess and facilitate games and intramural opportunities	recess equipment	Michelle Winberg	informal student surveys/conversations with students
Spirit Days to build school pride	Select and promote Spirit Days	poster materials	Student Leadership Advisor	Student participation
Daily Gator Gathering on blacktop	Promote school unity	microphone, posters when applicable	Michelle Winberg & Student Leadership Advisor	Student Participation
Provide after school enrichment opportunities for students	Creating schedule	funds to pay class instructors	Michelle Winberg	Student participation

Component:

School Climate

Element:

Green Valley School will be a safe environment for both staff and students with a focus on intellectual, social-emotional, and physical well being.

Opportunity for Improvement:

Continued implementation and consistency with PBIS

Objectives	Action Steps	Resources	Lead Person	Evaluation
Students and staff will know the school wide expectations and what that looks and sounds like in common areas across the campus	PBIS team to continue to meet and train staff in implementing school wide and area specific expectations.	Expectation posters and banners, videos, lesson plans and in person trainings	Michelle Winberg	PBIS data
Students will be acknowledged for positive choices	Use of Gator Way Tickets to provide specific feedback on positive behaviors. PBIS Team will meet regularly to discuss ways of mitigating problem behaviors in a proactive fashion	acknowledgement tickets and reward items	PBIS Team	Gator ticket data and behavior information form data
Opportunities for conflict resolution and restorative justice	Community circles, accountability projects	trained staff	PBIS Facilitator and Admin	Behavior data

Component:

Physical Environment

Element:

Foster a safe, positive learning environment for our students and staff.

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
All visitors will follow visitor log-in procedures	Continue to communicate expectations to families via email and in person. Signs are also posted as reminders.	volunteer badges, signage	Sandie Hanson	Volunteers have badges on
Conduct monthly drills	Schedule drills	none needed	Michelle Winberg	debrief after drills
All students will be taught and have an understanding of playground rules and will appropriately and safely use equipment	PBIS videos of expectations by locations Rules reminder assemblies	none	Michelle Winberg & Liz Hostetler	tracking rules violation data
Student sense of school pride as it relates to the physical environment at school	Incorporate announcements into the Gator Gathering to remind students about responsibility in keeping our school clean and safe	None	Michelle Winberg & staff	Overall Campus cleanliness

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Green Valley Elementary School Student Conduct Code

Conduct Code Procedures

The Governing Board believes that all students have the right to be educated in a safe and positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using district transportation.

The Superintendent or designee shall ensure that each school develops standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption
3. Conduct that disrupts the orderly classroom or school environment
4. Willful defiance of staff's authority
5. Damage to or theft of property belonging to students, staff, or the district.
6. Obscene acts or use of profane, vulgar, or abusive language
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited substances
8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose with prior permission of the principal or designee (Penal Code 417.27)
9. Use of a smartphone or other mobile communication device in an unauthorized manner
10. Plagiarism or dishonesty on school work or tests
11. Wearing of any attire that violates district or school dress codes, including gang-related apparel
12. Tardiness or unexcused absence from school
13. Failure to remain on school premises in accordance with school rules
14. Other conduct prohibited by Education Code 48900-48915-48915

Employees are expected to enforce standards of conduct and when they observe or receive a report of a violation of these standards, to appropriately intervene, or seek assistance. As necessary, the employee shall refer the matter to a supervisor or the principal or designee.

When a school employee suspects that a search of a student or a student's belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with Board Policy and Administrative Regulation 5145.12 - Search and Seizure.

When a student uses any prohibited device, or uses a permitted device in an unauthorized manner, a district employee may confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or cocurricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during nonschool hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

(K) Hate Crime Reporting Procedures and Policies

The Governing Board is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents if they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. Such collaborative efforts shall focus on ensuring an efficient use of district and community resources, developing effective prevention strategies and response plans, providing assistance to students affected by hate-motivated behavior, and/or educating students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that includes the development of social-emotional learning, promotes their understanding of and respect for human rights, diversity, and acceptance in a multicultural society, and provides strategies to manage conflicts constructively.

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

The Superintendent or designee shall ensure that the rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident are provided to students and parents/guardians.

The Superintendent or designee shall provide staff with training on recognizing and preventing hate-motivated behavior and on effectively enforcing rules for appropriate student conduct.

Complaint Process

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly encouraged to report the incident to a teacher, the principal, or other staff member.

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the principal or the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, he/she shall also contact law enforcement.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Anonymous reporting for hate crimes or any other crimes can be reported through the school We-Tip reporting portal that can be found on the District or school website.

(J) Procedures to Prepare for Active Shooters

1. Prevention and Awareness

- Promote a safe school climate through:
- Positive Behavior Interventions and Supports (PBIS)
- School-wide anti-bullying efforts
- Mental health services and threat assessment procedures
- Encourage the use of anonymous reporting tools for students and staff to report threats or concerning behavior (e.g., see something, say something).
- Conduct behavioral threat assessments for students exhibiting concerning behaviors, in coordination with the district threat assessment team and law enforcement if necessary.

2. Staff and Student Training

- Provide annual training for all staff on:
- Recognizing warning signs of potential violence
- Emergency procedures and lockdown protocols
- Use of Run-Hide-Fight or SRP-based strategies
- Provide age-appropriate drills and education for students to ensure understanding without trauma or fear.
- Ensure training is trauma-informed and inclusive of students with disabilities, English learners, and other vulnerable populations.

3. Coordination with First Responders

- Maintain up-to-date campus maps, master keys, and emergency contact lists in the school's emergency kits.
- Work with local law enforcement and fire departments to:
- Develop and review tactical response plans
- Conduct joint drills or tabletop exercises
- Establish unified command procedures under ICS (Incident Command System)

Procedures for Preventing Acts of Bullying and Cyber-bullying

The school provides resources for parents, administrators, and students on how bullying can be prevented and addressed. Resources include publications, sample policies, and frequently asked questions.

Bullying is a form of violence. It can be physical, verbal, psychological, or sexual. It is targeted, repetitive and is created by an imbalance of power. Here are some examples that could be considered bullying if they meet the definition criteria.

- Physical: hitting, kicking, spitting, pushing
- Verbal: teasing, threatening, name-calling
- Psychological: excluding someone, spreading rumors, intimidating
- Sexual: touching, assault, exhibitionism, and many of the actions listed above

Bullying may also occur through the Internet or other forms of technology. This is known as cyberbullying. It is sending or posting hurtful material.

Bullying is common, but it should not be viewed as a normal part of growing up. It is more damaging to children than previously thought. Bullying has a negative effect on a student's ability to learn.

Schools are responsible for creating safe environments for all students. They must work to prevent bullying, and they must respond to it when it happens.

The California Department of Education offers information and resources for parents, administrators, and students about bullying. A Community Responsibility

Bullying is such a long-established behavior in our society and schools that it has often been ignored as "a normal part of growing up." However, research has shown that there are severe long-term consequences for both the targets and the bullies. Further, severe reactions to bullying have been cited as one of the causes of the extremely violent incidents on school campuses that have received so much media attention in recent years.

Fortunately, well-documented research has been done which provides techniques for preventing bullying, responding to incidents of bullying, and dealing with its long term consequences. The key elements of a bullying prevention program are:

- Raising awareness of bullying through actions such as surveys of prevalence and role-playing events at assemblies.
- Formation of a bullying prevention committee which represents the entire school community and which is responsible for choosing and implementing a prevention program.
- Defining bullying and making it clear to all staff and students that it is unacceptable.
- Adapt and implement bullying prevention policies.
- Training all members of the school community in the appropriate responses to observed incidents of bullying.
- Providing counseling for persistent bullies, targets, and their parents/guardians.
- Regular review of effectiveness of the anti-bullying program.

There are a number of resources available which contain detailed information about comprehensive bullying prevention programs. These research-based programs describe the elements above, and also contain:

- Broadly conceived definitions of bullying, including behaviors such as social ostracism in addition to the traditionally-considered physical dominance behaviors.
- Bullying prevalence questionnaires.
- Appropriate interventions for bullying situations, and for chronic bullies and targets.

Opioid Prevention and Life-Saving Response Procedures

In response to the growing opioid crisis and the presence of synthetic opioids such as fentanyl in the community, this school recognizes the urgent need to prepare staff and students with the tools and knowledge to prevent overdose deaths. The school shall maintain naloxone (Narcan) on campus and ensure trained staff are available to administer it in case of a suspected opioid overdose. Prevention education will also be implemented as part of the health curriculum and student wellness efforts.

1. Prevention and Education

- Age-appropriate opioid prevention education shall be incorporated into middle school health instruction, in alignment with the California Health Education Framework.
- Instruction may include:
 - o Risks of prescription and synthetic opioids (e.g., fentanyl)
 - o Dangers of counterfeit pills
 - o The importance of seeking help for substance use
 - o Information on how to respond to an overdose
 - The school may partner with community-based organizations, county health departments, or school resource officers (SROs) to support prevention programming and distribute educational materials.

2. Naloxone (Narcan) Availability

- The school shall maintain readily accessible naloxone kits on campus, located in:
 - o The health office or nurse's station
 - o AED (Automated External Defibrillator) boxes (if applicable)
 - o Other high-traffic or high-risk areas as designated by administration
 - The district will ensure that:
- o Naloxone is stored properly per manufacturer guidelines
- o Expired doses are safely discarded and replaced
- o Inventory is tracked annually

3. Staff Training and Responsibilities

- Designated school personnel (e.g., nurses, administrators, security staff, select teachers) shall receive annual training in:
 - o Recognizing signs of opioid overdose (e.g., unresponsiveness, slow or no breathing, blue lips or fingernails, gurgling sounds)
 - o Proper storage, handling, and administration of naloxone
 - o Basic first aid and CPR procedures
 - o 911 activation and emergency reporting
 - Training is provided in accordance with Education Code §49414.3 and includes hands-on or video-based instruction.

4. Emergency Response Procedures

If a Suspected Opioid Overdose Occurs:

1. Call 911 immediately
2. Administer naloxone (Narcan) as trained
 - o Follow dosage instructions (usually 1 spray into one nostril)
 - o If no improvement in 2–3 minutes, a second dose may be given
3. Begin CPR if the individual is not breathing or does not have a pulse
4. Stay with the person until emergency responders arrive
5. Notify the school administrator or designee immediately

After the Incident:

- Document the incident and naloxone usage as required by district policy
- Notify the parent/guardian if the individual is a student
- Offer referral to counseling or substance use resources

5. Coordination with Local Health and Emergency Services

- The school will coordinate with:
 - o Local public health departments for naloxone acquisition, education, and training resources
 - o Law enforcement and emergency medical services (EMS) for appropriate response protocols
 - Schools may participate in opioid response networks or county overdose prevention coalitions

6. Confidentiality and Student Support

- Students involved in an opioid-related emergency or requesting help will be treated with compassion and confidentiality, and shall not face punitive discipline solely for a medical emergency.
- The school will offer connections to:
 - o Substance use counseling
 - o Mental health resources
 - o Community treatment programs

7. Legal Protection and Good Samaritan Laws

- Under California's Good Samaritan laws (Health & Safety Code §1799.102), individuals who administer naloxone in good faith during a suspected overdose are protected from legal liability.
- Students and staff are also protected when seeking emergency medical help during an overdose, even if illegal substances are involved, under AB 472 – The 911 Good Samaritan Law.

Response Procedures for Dangerous, Violent, or Unlawful Activities

All school staff must report and respond to incidents involving threats to school safety, including but not limited to acts of violence, possession of weapons, criminal behavior, gang activity, and illegal substance use. School staff will follow these procedures in collaboration with law enforcement, site administrators, and district safety teams, consistent with legal obligations and student rights.

1. Types of Dangerous or Unlawful Activities Addressed

- Physical altercations or assaults
- Threats of violence, including written or verbal threats
- Weapons possession or use
- Drug or alcohol possession or distribution
- Vandalism or destruction of school property
- Gang-related activity or intimidation
- Hate crimes or bias-motivated threats
- Sexual harassment or misconduct
- Trespassing or unauthorized individuals on campus

2. Immediate Staff Response

- Ensure safety first: Call 911 if there is an immediate threat to life or serious injury.
- Notify the principal or site administrator immediately.
- Do not attempt to physically intervene in violent altercations unless trained and it is necessary to prevent harm.
- Use the school's emergency communication system (e.g., PA system, radio, phone) to alert others if appropriate.

3. Incident Containment and Student Protection

- Move bystanders and uninvolved students to a safe area.
- If needed, initiate:
 - o Lockdown (for armed or violent intruder situations)
 - o Shelter-in-Place (for threats in the surrounding community)
 - o Evacuation (for bomb threats, fires, or hazardous materials)
 - Supervise all students under staff care until the all-clear is given.

4. Notification and Coordination

- Contact appropriate agencies:
 - o Law enforcement for criminal or violent activity
 - o District office safety coordinator or student services
 - o Child Protective Services (CPS) if child abuse is suspected
 - Secure and preserve evidence (e.g., written threats, surveillance footage, contraband) without handling more than necessary.
 - Complete an incident report within 24 hours of the event.
-

5. Investigation and Disciplinary Response

- The site administrator will initiate an investigation per district policy.
 - Disciplinary action will be taken in accordance with:
 - o California Education Code §48900–48915
 - o District disciplinary guidelines
 - o Due process rights of students
 - Law enforcement will handle any criminal charges or citations independently of school discipline.
-

6. Communication to Families and Community

- Parents/guardians of involved students will be notified as soon as appropriate.
 - Broader communication to the school community will be coordinated by the district’s Public Information Officer (PIO) to ensure accurate, lawful, and trauma-sensitive messaging.
-

7. Support Services

- Provide access to:
 - o School counselors or psychologists
 - o Crisis response or mental health teams
 - o Restorative justice or conflict resolution programs (as applicable)
 - Offer debriefing and support for affected students, staff, and families.
-

8. Documentation and Review

- Maintain confidential records of:
 - o The incident
 - o Actions taken
 - o Law enforcement involvement
 - o Parent/guardian notifications
 - Each incident will be reviewed by the school safety committee to assess response effectiveness and update procedures if needed.
-

9. Prevention and Training

- Staff shall receive annual training in:
 - o De-escalation techniques
 - o Threat recognition and reporting
 - o Safe response to violent behavior
 - o Student rights and legal mandates
 - Schools shall implement:
 - o School-wide behavior expectations (e.g., PBIS)
 - o Anonymous reporting systems
 - o Early intervention protocols for students exhibiting concerning behavior

Instructional Continuity Plan

Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on June 4, 2025 and adopted by Green Valley Elementary School on June 10, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282. This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Green Valley Elementary School will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media
- Flyers

These communication strategies not only support emergency response efforts, but also strengthen ongoing collaboration between home and school. By prioritizing two-way communication, the Rescue Union School District ensures that families are informed, supported, and engaged—helping to foster student stability, emotional well-being, and continuity of learning throughout any disruption.

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

Green Valley Elementary School recognizes that unforeseen events—such as power outages, natural disasters, or damage to school or district infrastructure—can significantly impact our ability to maintain consistent two-way communication with students and families. As part of our Learning Continuity Plan, we have developed contingency strategies to ensure that communication remains as accessible and responsive as possible during these challenging times.

When digital communication methods such as email, SMS, and the district website may be temporarily unavailable due to technical disruptions, our staff will activate alternative approaches and prioritize methods that do not rely on internet access or electricity. These include:

Utilizing Mobile Networks for SMS and Phone Calls: In areas where mobile service remains intact, the district will continue to use text messages and phone calls as the primary means of communication with families.

Posting Information at Central Locations: Physical flyers and notices may be posted at key community locations such as school entrances, district offices, and local gathering places when safe to do so.

Radio or Local News Alerts: If applicable and feasible, important messages may be relayed through local radio stations or community news outlets to reach a broader audience.

Coordination with Emergency Services: The district may also work with local emergency management agencies to disseminate critical information and updates to families through established public communication channels.

Home Visits in Extreme Cases: In the event of prolonged outages and when other methods are inaccessible, site administrators or designated staff may conduct wellness checks or deliver printed information directly to homes, conditions permitting and with safety as the top priority.

Through these contingency measures, Rescue Union School District strives to maintain clear and compassionate communication—even under the most difficult circumstances. These efforts reflect our unwavering commitment to student safety, continuity of instruction, and maintaining strong family-school partnerships, no matter the situation.

Support for Special Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

Green Valley Elementary School is deeply committed to nurturing the whole child by providing comprehensive support systems that address not only academic success, but also the social-emotional and mental health needs of every student. We understand that in order for students to thrive in their learning environments—whether in person or during periods of instructional disruption—they must feel safe, supported, and connected.

To ensure our students receive the care and guidance they need, we have a well-established network of professionals across all school sites, including:

School Counselors who deliver classroom lessons, individual support, and small group counseling to promote emotional regulation, social skills, conflict resolution, and healthy decision-making.

School Behaviorists who provide targeted behavioral interventions and collaborate with staff to implement positive behavior supports and response strategies.

School Psychologists who assess and support students' learning needs, provide mental health counseling, and contribute to individualized education plans and crisis intervention efforts.

School Nurses who offer health screenings, manage chronic conditions, respond to student health concerns, and serve as critical links in coordinating care and referrals to outside providers.

Special Education Teams including teachers, instructional aides, speech and language pathologists, occupational therapists, and other specialists who work collaboratively to provide individualized services and ensure access to curriculum for students with disabilities.

In addition to individual supports, the district utilizes evidence-based programs and initiatives to create safe and inclusive school climates. These include social-emotional learning (SEL) curricula, character education, and wellness initiatives designed to build resilience, empathy, and a positive sense of self in all students.

During times of crisis or remote learning, our staff remains in close contact with families and students to ensure continuity of services. Tele-counseling, virtual IEP meetings, home check-ins, and digital learning support are all strategies used to maintain strong, student-centered connections, regardless of setting.

Through these efforts, Rescue Union School District ensures that every child—no matter their circumstances—has access to a caring, capable team of professionals dedicated to their well-being and success.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction.

As required, Green Valley Elementary School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements.

As required, Green Valley Elementary School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Remote Instruction

Plans for remote instruction.

As required, Green Valley Elementary School remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

Plans for remote learning will include:

- * Daily interaction with teachers for all students,
- * Synchronous and asynchronous learning activities,
- * Standards-aligned instruction delivered through digital platforms, and
- * Regular progress monitoring and feedback to students and families.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

To ensure students can fully engage in learning, Rescue Union School District will provide both digital and non-digital instructional materials based on student needs. These materials may be distributed through:

- * On-site pickup or drive-through distribution events,
- * Delivery to homes when transportation is a barrier,
- * Downloadable resources through the district or school websites, and
- * Printed packets for families without reliable internet access.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Students will access lessons and submit assignments using familiar digital platforms:

- * Google Classroom will serve as the primary platform for all grade levels to access instructional content, submit assignments, and communicate with teachers.
- * Jupiter Ed will also be utilized at the middle school level for assignment tracking, communication, and grading.

- * Teachers and staff will provide training and ongoing support to students and families on how to navigate these platforms.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Green Valley Elementary School provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning: In the event that a school closure extends beyond the district's capacity to resume instruction, students may be temporarily reassigned to neighboring local education agencies (LEAs). This will be done in collaboration with the El Dorado County Office of Education and surrounding districts. Procedures for temporary reassignment will include:

- * Parent and guardian notification and consent,
- * Coordination of transportation and services,
- * Continuity of academic records and supports (including IEPs and 504 Plans), and
- * Transition back to the home school once conditions allow.

These plans reflect our district's strong commitment to maintaining educational continuity, minimizing learning loss, and supporting students and families during times of uncertainty.

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Timely and transparent communication is essential during any instructional transition. To keep students, families, staff, and faculty informed:

Communication Methods: The district will use a combination of SMS (text messages), phone calls, email, Google Classroom announcements, district and school websites, social media platforms, and printed flyers when needed.

Timelines and Frequency: Major updates will be communicated within 24–48 hours of any change in instructional delivery. Ongoing updates, resources, and instructions will be provided at least weekly, with immediate alerts issued for urgent matters.

Audience-Specific Outreach: Separate communication streams will be maintained for families, students, staff, and faculty to ensure that all stakeholders receive relevant and targeted information.

Tehnological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

To support a rapid pivot from in-person to remote learning, the district has invested in tools, training, and infrastructure that prepare both students and educators for success in a digital environment.

Device Access: All students in grades 1–8 are assigned Chromebooks, while students in Transitional Kindergarten and Kindergarten have access to iPads. Devices are distributed at the start of the year and as needed during emergencies.

Internet Connectivity: The district provides support for families who lack internet access, including Wi-Fi hotspots or coordination with internet service providers for low-cost options.

Online Platforms: Students and teachers utilize Google Classroom for accessing assignments, instructional content, and class communication. Jupiter Ed is also used in middle schools for assignment tracking and communication.

Educator Readiness: Teachers receive regular professional development on digital tools, remote instructional strategies, and the implementation of Independent Study in alignment with California Education Code sections 51747 and 51749.5.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

During a shift to remote instruction, the district ensures continuity of learning by prioritizing essential academic standards and maintaining rigorous expectations.

Essential Learning Prioritization: Grade-level and subject-area teams identify standards-aligned learning objectives that are most critical for student success and progression.

Monitoring Progress: Teachers use formative and summative assessments, assignment completion rates, and direct student feedback to monitor progress and adjust instruction accordingly.

Support Services: To support ongoing learning, the district offers:

- * Virtual office hours and drop-in help sessions,
- * Scheduled check-ins for students needing additional guidance,
- * Small group or one-on-one tutoring, and
- * Continued access to intervention programs and academic specialists.

Through these coordinated efforts, Rescue Union School District ensures that all students remain connected, supported, and engaged in their learning, regardless of the instructional format. Our instructional continuity planning reflects the district's deep commitment to equity, academic excellence, and the well-being of our students.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

In the event of an emergency or disaster that prevents in-person instruction, Green Valley Elementary School is committed to ensuring that all students, including students with disabilities, continue to have equal access to instructional resources and support. All students will transition to a robust distance learning model using district-provided Chromebooks for all students in grades 1–5 and iPads for all students in Transitional Kindergarten and Kindergarten. Online platforms such as Google Classroom, Benchmark Advance, Go Math, Twig Science, IXL, Reflex Math, and Accelerated Reader will be utilized to deliver standards-based instruction, maintain academic continuity, and differentiate support based on students' needs.

Students with disabilities will continue to receive services outlined in their Individualized Education Programs (IEPs) through virtual platforms. Special education teachers, aides, related service providers, and general education teachers will collaborate regularly via online meetings to ensure that accommodations, modifications, and direct services are maintained. IEP meetings will be held virtually to ensure ongoing compliance with IDEA requirements, and services such as speech therapy, counseling, and occupational therapy will be provided remotely when feasible.

English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

English learners (ELs) will continue to receive designated and integrated English Language Development (ELD) instruction through online small groups and individual sessions with credentialed teachers. Instruction will remain aligned to the California English Learner Roadmap Policy, ensuring students have full access to grade-level academic content, scaffolded supports to develop English proficiency, and culturally and linguistically sustaining practices. Regular monitoring of language acquisition progress will occur through formative assessments and ELPAC testing, with ongoing communication with families in their preferred languages. Through these comprehensive strategies, Green Valley Elementary School will ensure that all students continue to learn, grow, and stay connected during emergency or disaster closures, with special attention to our most vulnerable populations.

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

The district will offer ongoing professional development focused on essential areas such as:

- * Effective Remote Instructional Strategies: Training sessions on how to engage students in a virtual environment, including best practices for synchronous and asynchronous learning.
- * Technology Tools and Platforms: Workshops and tutorials on the effective use of Google Classroom, Jupiter Ed (for middle schools), Zoom, and other digital tools used for instruction, communication, and assessment.
- * Independent Study Requirements: Guidance on meeting California Education Code sections 51747 and 51749.5, including how to implement attendance documentation, daily engagement, and student participation requirements.
- * Assessment in a Remote Environment: Strategies for administering formative and summative assessments virtually, monitoring student progress, and providing feedback to support learning.
- * Social-Emotional Learning (SEL) and Student Engagement: Training on integrating SEL practices into remote instruction to maintain student connection, well-being, and motivation.

Professional development will be offered in multiple formats—including live virtual workshops, on-demand recorded sessions, and hands-on coaching—to meet the varied needs of our educators.

Resources for Staff

To support ongoing learning and immediate application of skills, the district will provide:

- * A digital resource library with tutorials, templates, and instructional guides,
- * Access to help desks and tech support teams during instructional hours,
- * Sample lesson plans and digital curriculum resources aligned to state standards, and
- * Collaboration opportunities through professional learning communities (PLCs) to share best practices and innovative solutions.

Through these comprehensive professional learning systems and supports, Rescue Union School District ensures that teachers and staff are well-equipped to maintain instructional excellence and student engagement, even during the challenges presented by an emergency or shift to remote learning.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

In the event of an emergency or natural disaster, Rescue Union School District is committed to maintaining the physical and mental health support systems that are essential to student and family well-being. The district has developed comprehensive plans to ensure ongoing access to critical health services, educational supports, and basic needs assistance—both during in-person instruction and adapted for remote or hybrid learning environments.

Access to Physical and Mental Health Professionals

The district will continue to provide access to a full range of health professionals, including:

- * School Nurses who support the physical health needs of students, provide medication management, health screenings, and respond to medical emergencies.
- * School Counselors, Behaviorists, and Psychologists who offer mental health counseling, crisis intervention, social-emotional support, and behavioral consultation.
- * Multilingual Staff and Services: To ensure equitable access, the district will make available staff and interpreters who can provide mental health and health services in languages other than English, supporting the needs of our diverse student population.

Virtual telehealth services, phone consultations, and translated communications will be available when face-to-face services are not possible.

Plans to provide access back-up, water and medicines in the event of an emergency.

In preparation for emergencies, each school site maintains backup water supplies, non-perishable food, and essential medicines (in accordance with student health plans). Emergency supply inventories are regularly updated and reviewed, and school nurses coordinate medication needs to ensure continuity of care during extended disruptions.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Green Valley Elementary School's plan ensures that other critical student support services continue, even during transitions to remote or hybrid learning:

- * Special Education Services: Students with Individualized Education Programs (IEPs) and Section 504 Plans will continue to receive services, supports, and accommodations through virtual meetings, teletherapy sessions, home visits (if necessary and safe), and online specialized instruction.
- * Counseling and Wellness Services: Regular check-ins, virtual counseling sessions, small group social-emotional lessons, and crisis response services will be maintained.
- * Expanded Learning (After-School Programs): If in-person after-school programs are disrupted, the district will offer virtual after-school engagement opportunities, including academic tutoring, enrichment activities, and social clubs.
- * Nutrition Services: Kitchens and food services will remain operational to the extent possible, with adaptations including grab-and-go meal distribution, meal delivery options, or other approved community meal programs for students during periods of remote learning or extended school closures.

Through these coordinated efforts, Green Valley Elementary School ensures that every student continues to have access to the essential services they need to thrive—academically, physically, and emotionally—no matter the circumstances.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents in the development and implementation of this ICP.

Green Valley Elementary School strongly believes that the success of the Instructional Continuity Plan relies on collaboration with all members of our school community. The development and implementation of this plan reflect the input and shared expertise of administrators, faculty, information technology staff, students, and parents, ensuring a plan that is both comprehensive and responsive to the needs of all stakeholders.

To gather meaningful feedback during the development of this plan, the district utilized several established engagement tools:

- * Culture and Climate Survey: Students across the district participated in the annual Culture and Climate Survey, providing valuable feedback on their experiences related to school safety, belonging, engagement, and emotional well-being. Their input helped shape priorities for maintaining connection and support during times of disruption.
- * LCAP Survey: Families were invited to share their perspectives through the district's Local Control and Accountability Plan (LCAP) Survey. Responses highlighted family priorities around communication, academic support, access to technology, and social-emotional learning, all of which are reflected in the plan's strategies.

* Department Services and Employee Services Surveys: Faculty and staff provided critical feedback through the Department Services and Employee Services Surveys, sharing insights into the operational needs, professional development priorities, and resources necessary to maintain instructional quality and student support during emergencies.

In addition to these surveys, School Site Councils—which include administrators, teachers, parents, and community members—were given opportunities to review, discuss, and provide input on the draft Instructional Continuity Plan. This collaborative process ensures that the voices of our school communities are not only heard but integrated into the decision-making and action steps outlined in the plan.

By incorporating this broad base of feedback, Rescue Union School District's Instructional Continuity Plan is firmly rooted in the shared commitment to providing safe, supportive, and effective learning environments for every student, even in the face of unexpected challenges.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

Green Valley Elementary School is committed to ensuring that any return to in-person learning following a disruption due to an emergency or disaster is safe, organized, and supportive for students, staff, and families. Our decision-making will be guided by a focus on health, safety, and the well-being of our entire school community.

The following conditions must be met before reopening school sites for in-person instruction:

- * Facility Safety Inspections: School facilities must undergo thorough inspections to ensure that buildings, grounds, and essential systems (e.g., electrical, HVAC, water) are safe, operational, and compliant with local, state, and federal safety standards.
- * Clearance by Local Authorities: The district will coordinate closely with local health departments, fire marshals, and emergency management agencies to receive clearance that it is safe to reopen.
- * Availability of Essential Utilities and Supplies: Schools must have stable access to clean water, electricity, internet connectivity, and emergency supplies, including food and medical resources, to meet student and staff needs.
- * Restoration of Transportation Services: Student transportation must be available and safe to resume normal or adjusted operations to ensure access for all students.
- * Staff Readiness and Safety Measures: Adequate staffing must be in place, including access to health and support personnel. Any required health and safety measures, such as personal protective equipment (PPE), cleaning protocols, or health screenings, must also be ready for implementation if conditions warrant.
- * Communication to Families and Staff: Families, students, and employees will receive clear and timely communication outlining reopening plans, updated safety protocols, expectations for attendance, and supports available during the transition.
- * Mental Health and Academic Reentry Supports: Plans will be in place to support the emotional and academic transition back to campus, including counseling services, trauma-informed practices, and academic assessments to determine individual student needs.

In the event that full reopening is not immediately possible, the district may implement a phased reopening plan or temporary hybrid model to prioritize the return of certain groups of students first, such as those with specialized needs, early learners, or students requiring intensive support.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Green Valley Elementary School's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Green Valley Elementary School's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

- * School Site Councils and Advisory Committees,
- * Survey data from students (Culture and Climate Survey), families (LCAP Survey), and staff (Department and Employee Services Surveys), and
- * Input from school administrators and district leadership teams.

Procedures for Immigration Enforcement Notification

Confirmation Protocol

Detail the specific process and designated staff member (e.g., principal, superintendent) responsible for confirming the presence of immigration enforcement on the schoolsite, which triggers the notification requirement.

Site Administrative staff will confirm the presence of immigration enforcement on the school site to the Superintendent and/or Assistant Superintendent. This notification will trigger the notification requirement.

Required Notification Recipients

The procedures must ensure notification is issued to the following groups:

- Parents and guardians of pupils
- Teachers
- Administrators
- School personnel

Once notification regarding immigration enforcement on a school site is prepared, all stakeholders shall be notified, including parents and guardians, all school site staff (certificated and classified), and administrators.

Notification Timing

Specify the timeline for issuing notification following confirmation, ensuring it aligns with safety goals and minimizes panic.

The site administrator will complete an Immigration Notification Incident Report noting date, time, officer names, documents presented, and actions taken and will submit to the District Office within 24 hours. The notification will be issued to all stakeholders as soon as possible of any immigration enforcement request or contact involving their student, unless prohibited by law.

Safety and Well-being Standard

The content and timing of the notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite.

The safety of students will take precedence over communication. Once safety and an orderly environment have been secured, detailed communication will be sent to all stakeholders that has been approved by the Superintendent or designee.

Privacy Constraint

The notification shall not include any personally identifiable information.

The District shall not release student records or personal information without legal verification and approval by the District Superintendent or Assistant Superintendent, per FERPA and Ed Code §49076.

Notification Methods

Specify the secure methods used for two-way communication to reach the required recipients, such as mass communication systems, email, or school portals, and detail how these methods are maintained.

Communication may be done through Catapult emails, text messages, or phone calls. Additionally, Google Classroom and/or Jupiter Ed may be used at the middle school level.

Resource Provision (Optional but Encouraged)

The notification may include a hyperlink to additional resources for families regarding:

- Educational rights
- State laws that protect parents' and students' privacy and confidentiality
- Counseling or support services (including services that support families impacted by immigration enforcement and model policies adopted by the LEA).

Communication will be limited to information regarding the ICE visit.

Annual Evaluation

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

Public Availability

An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

The School Site Safety plan is available by request only.

State Guidance

Compliance with this plan should align with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website

Safety Plan Review, Evaluation and Amendment Procedures

The Green Valley Elementary School comprehensive safety plan will be reviewed, evaluated and amended (if necessary) in January each year.

Pursuant to Education Code Section 35294.6(a), the Rescue Union School District adopts this comprehensive school safety plan at a regular meeting of the Board of Trustees. An opportunity for public comment will be provided during this meeting, prior to the plan's adoption.

Safety Plan Appendices

Emergency Contact Numbers

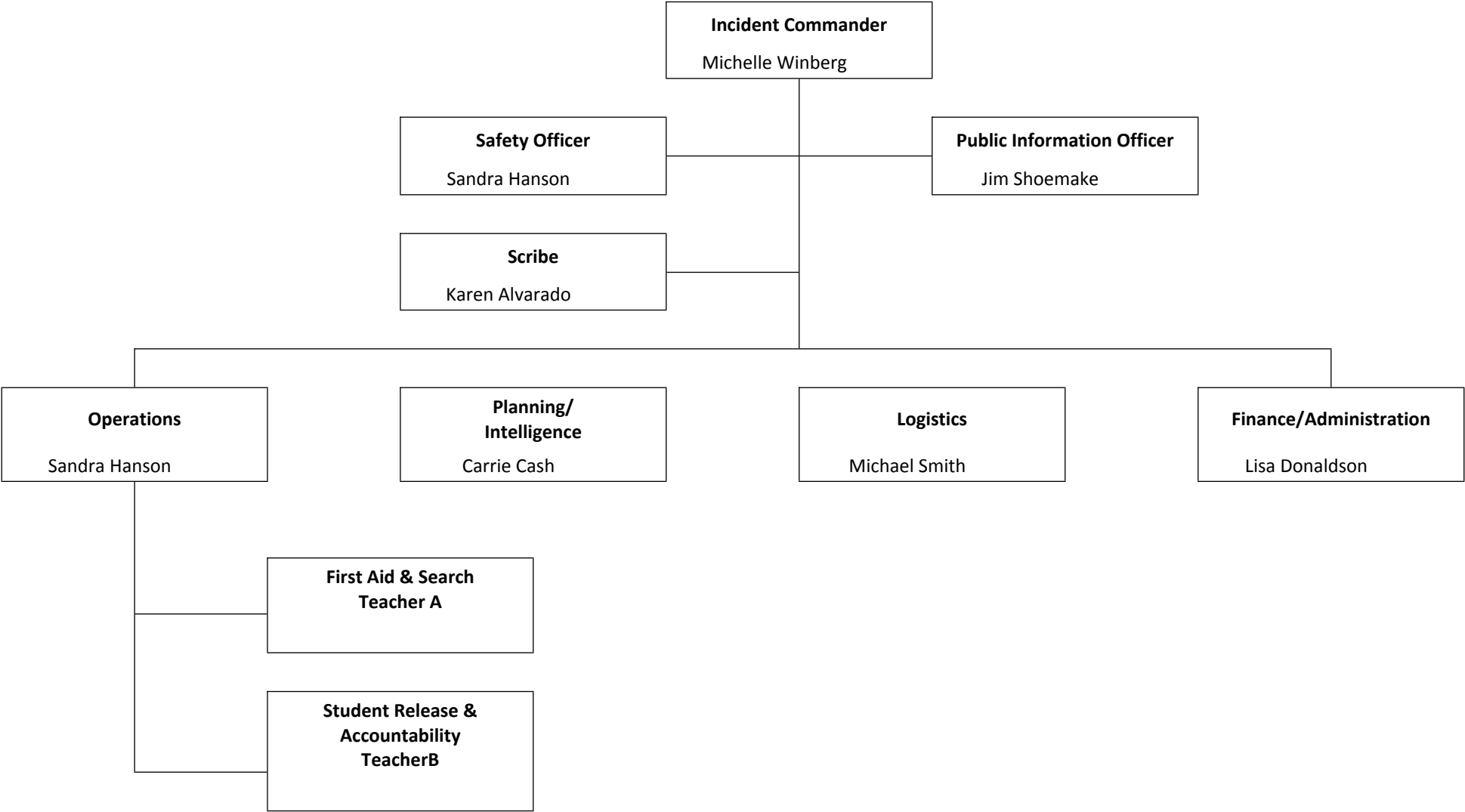
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Rescue Fire Department	530-626-4911	
Law Enforcement/Fire/Paramedic	El Dorado Hills Fire Department	916-933-6623	
Law Enforcement/Fire/Paramedic	Sheriff's Office	530-621-6600	
School District	RUSD District Office	530-677-4461	
School District	RUSD Transportation	530-672-4310	
School District	RUSD Food Service	530-672-4466	
School District	RUSD Facilities/Maintenance	530-672-4300	
School District	RUSD Technology	530-672-4841	
School District	RUSD Special Services	530-672-4830	
Local Hospitals	Marshall Medical Center	530-622-1441	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)

Green Valley Elementary School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

The first response to an emergency is to determine the type of emergency that has occurred. Procedures for several different types of emergencies are listed in the following section.

Step Two: Identify the Level of Emergency

The second step in responding to an emergency is to determine the level of emergency. To assist schools in classifying emergency situations there is a three tiered rating below:

- Level 1 Emergency: A minor emergency that is handled by school personnel without the assistance from outside agencies, e.g., a temporary power outage, a minor injury during PE.
- Level 2 Emergency: A moderate emergency that requires assistance from outside agencies, such as a fire or an injury which requires an ambulance.
- Level 3 Emergency: A major emergency event that requires assistance from outside agencies such as a major earthquake, a civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

Step Three: Determine the Immediate Response Action

Once the type and extent of an emergency have been identified, school personnel can determine if an immediate response action is required. The most common immediate response actions initiated during school emergencies are:

- Duck and Cover: Students and staff protect themselves by crouching under a table, desk, or chair until the danger passes.
- Shelter in Place: Students and staff are kept indoors in order to isolate them from the outdoor environment.
- Lock Down: Students and staff are kept in a designated locked area with blinds closed and lights off and sitting quietly until danger has passed, such as an intruder being on campus.
- Evacuate Building: Students and staff are escorted outside to an assembly area if it has been determined that it is too dangerous to remain indoors. Assist individuals who are unable to evacuate on their own to the best of your ability.
- Evacuate Campus: Students and staff are escorted to an off-site assembly area if it has been determined that it is too dangerous to remain on campus. Assist individuals who are unable to evacuate on their own to the best of your ability.
- All Clear: Notification is given that normal school operations should resume.

Step Four: Communicate the Appropriate Response Action

Once the type of immediate response action is determined, the incident commander must immediately inform the site's staff which response action to take. The most important method of communication depends on the response action selected. When announcing what response to take, avoid codes, jargon, or any other potentially confusing vocabulary. Be calm, direct, and clear in your announcements.

- Duck and Cover: Immediately use the site's school-wide communication system to instruct students and staff to protect themselves by moving into a "duck and cover" position by crouching under a table, desk, or chair until the danger passes.

Time is the most urgent matter with this response action as the emergency may take place before the announcement can be made. However, do not assume that all members of the site are already in a "duck and cover" position. Make the announcement even if the immediate crisis has passed.

- **Shelter in Place:** Immediately use the site's school-wide communication system to instruct students and staff that they are to stay indoors until further notice, even if the heating and air conditioning system is disabled.
- **Lock Down:** Immediately use the site's school-wide communication system to instruct staff to lock all exterior doors, to close any open windows along with blinds, and to keep students as far away as possible from any windows until further notice.
- **Evacuate Building:** Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the sites outside assembly area. Assist individuals who are unable to evacuate on their own to the best of your ability.
- **Evacuate Campus:** Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the sites outside assembly area. From there, notify staff and students using a bullhorn that it has been determined that it is too dangerous to remain on campus. Provide instructions on how staff and students will be relocated. Assist individuals who are unable to evacuate on their own to the best of your ability.

Types of Emergencies & Specific Procedures

Aircraft Crash

If an aircraft crashes ON CAMPUS:

- * Sound the fire alarm (if there is no explosion or ongoing danger that would make evacuation hazardous).
- * Call 911 immediately, reporting:
 - * The location and nature of the crash
 - * Any observed injuries or fire
 - * The presence of fuel leaks, smoke, or hazardous materials
- * Evacuate the area quickly and calmly using established evacuation routes, avoiding the crash site.
- * Teachers take emergency backpacks and student rosters.
- * Admin or designee initiates the Incident Command System (ICS) and assumes the role of Incident Commander until relieved by emergency personnel.
- * School staff secures perimeter and prevents re-entry to the crash site.
- * First aid is administered to the injured until professional help arrives.

If an aircraft crashes NEAR CAMPUS:

- * Assess proximity to school and determine risk of fire, explosion, or hazardous materials.
- * Move students and staff indoors if the crash is near but poses no immediate threat.
- * Close windows and doors. Shut down HVAC system if there is smoke or chemical odor.
- * Prepare for potential evacuation if instructed by emergency services.
- * Maintain communication with district officials and local emergency responders.

2. Shelter-in-Place (if needed)

If there is a danger from airborne toxins or fire:

- * Announce: "Shelter-in-Place. This is not a drill. Please proceed indoors and seal all windows and doors."

Turn off air-handling systems.

- * Keep students calm and inside until all-clear is given.

Animal Disturbance

1. Identification of Threat

- * Any staff member or student who observes an animal that poses a threat should immediately notify the main office.
- * Do not approach or attempt to capture the animal.
- * Take note of the animal's type, location, behavior, and direction of movement.

2. Immediate Actions by School Staff

If the animal is ON CAMPUS and poses a danger:

- * Announce a "Shelter-in-Place" over the intercom:
"Shelter-in-Place. There is an animal on campus. Please remain indoors and secure all doors and windows. This is not a drill."
- * Close and lock all doors and windows; bring students inside from playgrounds, fields, and lunch areas.
- * Keep students away from windows and glass doors.
- * Alert district office and animal control (or local law enforcement if necessary).
- * Designate a staff member to monitor the animal from a safe distance and report its movement.

If the animal is OFF CAMPUS but nearby:

- * Limit outdoor activity until the situation is resolved.
- * Maintain supervision and prevent students from approaching or interacting with the animal.
- * Keep communication open with local authorities regarding the animal's location and behavior.

3. Communication

- * Use internal radios or the intercom system to coordinate staff communication.
- * Notify parents/guardians if the incident significantly disrupts the school day or poses risk.

- * Use discretion when notifying students to avoid unnecessary panic.

4. Resolution

- * Wait for animal control officers to capture or remove the animal.
- * Do not resume outdoor activities until the all-clear is given by administration.
- * If injuries occur, follow first aid and emergency medical response protocols.

Armed Assault on Campus

1. Identification of Threat

- * Any student or staff member who sees or suspects an armed individual must immediately notify the office or call 911 if safe to do so.
- * Provide as much information as possible:
 - * Description of the individual(s) and weapon(s)
 - * Location and direction of movement
 - * Any injuries observed

2. Immediate Actions

If an Armed Individual is ON Campus:

- * Initiate Lockdown immediately using intercom or PA system:
 - “ Lockdown. Lockdown. This is not a drill. Armed intruder on campus. Follow lockdown procedures immediately.”
- * Call 911 and provide location, description, and actions of the suspect.
- * Activate the Incident Command System (ICS) and assign emergency roles (if safe to do so).
- * All classrooms and offices should immediately:
 - * Lock doors and turn off lights
 - * Instruct students to move away from doors/windows and remain quiet
 - * Silence cell phones
 - * Barricade doors if possible and safe
 - * Remain in place until law enforcement arrives and gives the all-clear

If an Armed Individual is NEAR Campus:

- * Initiate Secure Campus procedure (formerly known as "lockout"):
 - “Secure Campus. This is not a drill. There is police activity near campus. Please remain inside. Lock all doors and windows.”
- * Continue instructional activities indoors
- * Do not allow anyone to leave or enter the campus until cleared by law enforcement

3. Staff Responsibilities

- * Teachers are responsible for securing their rooms and maintaining student accountability.
- * Office staff not in immediate danger will assist with:
 1. Emergency communications
 2. Contacting law enforcement and district officials
 3. Locking exterior gates and entrances if safe
- * Custodial and support staff will assist only if safe; otherwise, they must also secure themselves in the nearest safe location.

4. Communication

- * Use emergency notification systems (e.g., Catapult) to inform parents:
 - * Only when it is safe and information is verified
 - * Emphasize not to come to campus during the incident
 - * Coordinate directly with law enforcement on all public information releases.

Biological or Chemical Release

1. Types of Threats Covered

- * Chemical spill or gas leak (e.g., chlorine, ammonia)
- * Pesticide or hazardous material exposure
- * Suspicious powder or substance (potential bioterrorism agent)

- * Airborne contaminant from industrial accident or nearby traffic accident

2. Initial Response and Identification

- * Any person identifying a suspicious substance, strong odor, or unusual symptoms (e.g., coughing, burning eyes) must immediately:
- * Notify the main office or administrator
- * Call 911 if a release is suspected or confirmed

DO NOT touch or attempt to clean up the substance.

Note the location, appearance, and odor of the substance (if known) and relay to emergency responders.

3. Immediate Actions by Administration

If the release is OUTSIDE the school:

Initiate Shelter-in-Place:

“Shelter-in-Place. There is a chemical hazard in the area. Please proceed indoors and seal windows and doors. This is not a drill.”

- * Close all windows, doors, and air vents.
- * Shut down HVAC systems to prevent outside air from entering.
- * Move students to interior rooms if possible.
- * Keep staff and students calm and await further instructions from emergency officials.

If the release is INSIDE the school:

Initiate Evacuation if it is safe and the location of the release is contained:

- * Evacuate away from the affected area using pre-determined safe routes.
- * Do not evacuate into a contaminated area.
- * If evacuation is unsafe, shelter-in-place in rooms farthest from the affected area and seal rooms.
- * Call 911 and report the situation immediately.
- * Contact district office and environmental health services as needed.

4. Staff Responsibilities

Teachers:

- * Take roll and maintain supervision
- * Keep students calm and informed
- * Seal windows and doors with available materials (plastic sheets, towels)

Office staff:

- * Relay updates to staff
- * Monitor communication with 911 and public safety

Custodial staff:

- * Assist with HVAC shutoff and facility control, if safe

5. Communication

- * Notify parents/guardians using the school’s emergency communication system (e.g., Catapult) when it is safe to do so.
- * Emphasize the need to not come to the school until instructed.

Follow public health guidance and coordinate messaging with local authorities (e.g., county emergency management, fire, hazmat teams).

6. Medical and Decontamination

If exposure is suspected:

- * Move affected individuals to a designated decontamination area or as directed by authorities.

- * Administer basic first aid if necessary, avoiding contact with contaminants.
- * Await arrival of hazardous materials response team for professional evaluation and treatment.

Bomb Threat/ Threat Of violence

1. Identification of Threat

If a bomb threat is received by phone:

- * Remain calm and keep the caller on the line as long as possible.
- * Use the Bomb Threat Checklist to gather information (e.g., caller's voice, background noise, exact words, time of call).
- * Signal another staff member to call 911 while the call is still in progress, if possible.

If the threat is written, emailed, or discovered:

- * Do not touch or disturb the message.
- * Call 911 immediately.
- * Notify the principal or site administrator.
- * Preserve evidence by saving or photographing the message if digital.

2. Immediate Administrative Actions

- * Call 911 and report the threat.
- * Activate the Incident Command System (ICS).
- * Do not use radios or cell phones near a suspected device to avoid triggering it.
- * Consult with law enforcement before deciding to evacuate or shelter in place.

3. Evacuation or Shelter-in-Place Decision

Follow the direction of law enforcement or fire officials.

If evacuation is ordered:

- * Use primary evacuation routes unless a specific threat location is known—then use alternate routes.
- * Teachers bring emergency backpacks and student rosters.
- * Avoid any suspicious packages or items.
- * Leave doors and windows open to reduce blast damage.
- * Move to predesignated evacuation site at a safe distance from buildings.

If shelter-in-place is ordered:

- * Secure all classrooms.
- * Keep students quiet and away from windows and exterior walls.
- * Prepare for a possible evacuation or extended stay.

4. Staff Responsibilities

Teachers:

- * Maintain student supervision and accountability.
- * Take roll at evacuation site or during shelter-in-place.
- * Report any suspicious objects to administration without touching them.

Office and Admin:

- * Coordinate with law enforcement and district safety officials.
- * Handle parent communications.
- * Document the timeline and nature of the threat.

5. Communication

- * Use district-approved emergency communication tools (e.g., Catapult) to inform families:

- * Only when cleared by law enforcement.
- * Provide accurate updates and instructions for reunification if necessary.
- * Do not release unverified information or speculate on the threat's validity.

Bus Disaster

1. Immediate Actions by Bus Driver (If Incident Occurs While En Route)

In Case of Collision or Serious Emergency:

- * Stop the bus in a safe location, if possible.
- * Turn off the engine to reduce fire risk.
- * Assess the situation for injuries, fire, or other dangers.
- * Call 911 to report the emergency and request medical or police assistance.
- * Contact school transportation dispatch and report:
 - Location (nearest intersection, highway mile marker, etc.)
 - Number of students
 - Type of emergency or injuries
- * Keep students calm and seated unless it is unsafe (e.g., smoke, fire, risk of explosion).
- * Evacuate the bus if there is imminent danger using front/rear/side exits as appropriate.
- * Administer first aid if trained and necessary.

2. Immediate Actions by School Administration

Upon Notification of Bus Disaster:

- * Activate the Incident Command System (ICS).
- * Designate a School Incident Commander and assign staff roles (communications, reunification, etc.).

Notify:

- * Emergency responders (if not already contacted)
- * District office/transportation director
- * Parents/guardians via emergency communication systems
- * Dispatch school personnel to the scene, if safe and appropriate, to support responders and students.

3. Staff Responsibilities at the School Site

- * Prepare for student reception if students are returning to campus after the incident.
- * Set up a Reunification Area for parents if needed.
- * Deploy counselors and support staff to assist affected students and staff.
- * Document all actions taken and maintain a log for official reports.

4. Medical & Safety Response

- * Ensure all injured students and staff receive appropriate medical treatment.
- * Record:
 - Names of all passengers
 - Location and nature of any injuries
 - Treatment provided and hospital transport details
- * Maintain clear communication with emergency personnel on scene.

Disorderly Conduct

1. Definition of Disorderly Conduct

Disorderly conduct may include:

- * Verbal threats or aggression
- * Physical fights or altercations
- * Unruly behavior during school events or in common areas
- * Trespassing or refusal to comply with staff instructions
- * Threats to staff or students without a visible weapon

2. Initial Staff Response

- * Stay calm and assess the situation. If there is no immediate threat to safety, use de-escalation techniques.
- * If the situation escalates or involves violence, call the office or dial 911 immediately.
- * Do not attempt to physically intervene unless trained and the situation requires immediate protection of life.
- * Clear the area of bystanders and students if possible.
- * Notify school administration as soon as it is safe to do so.

3. Administrative Actions

- * Administrator or designee responds to the scene with support staff.
- * If behavior is dangerous or threatening:
 - Call 911 if not already done
 - Activate Lockdown if the threat escalates to physical violence or potential weapon use
 - Ensure student and staff safety is maintained above all.

4. Lockdown or Shelter-in-Place (if necessary)

- * If the individual poses an immediate threat and cannot be isolated:
- * Initiate Lockdown for entire school or affected area
- * Keep students behind locked doors and away from windows.
- * Wait for law enforcement to secure the scene and give the all-clear.

5. Communication

- * Notify district office and appropriate school safety personnel.
- * Use emergency communication system (Catapult.) if incident impacts student safety or causes significant disruption.
- * Share accurate and timely updates with staff and parents once verified by administration.

6. Incident Follow-Up

- * Debrief with staff and witnesses involved.
- * Offer mental health and counseling support for affected students and staff.
- * Conduct a threat assessment if the individual is a student.
- * Determine appropriate disciplinary action in accordance with district policies and Ed Code.

7. Documentation and Reporting

Complete incident report detailing:

- * Nature of the behavior
- * Staff response
- * Law enforcement involvement
- * Student/staff impact

Submit documentation to the district office and retain for legal and safety reviews.

8. Prevention and Training

Provide annual training to staff on:

- * De-escalation techniques
- * Identifying early signs of aggressive behavior
- * Emergency response protocols
- * Encourage positive behavior interventions and supports (PBIS) and restorative practices to reduce incidents.
- * Maintain a Visitor Check-In/Check-Out system and staff visibility in high-traffic areas.

Earthquake

Earthquake Procedures:

1. Intense shaking occurs.
2. Teacher gives command "DROP".
3. Staff and student follow Drop, Cover and Hold on procedures.
4. Wait for shaking to stop.

5. Check for injuries and/or trapped individuals. If any individuals are trapped assure them help will be forthcoming.
6. After checking for blocked exits, give command to evacuate.

Drop, Cover and Hold on Procedures:

Drop, Cover and Hold on may be used when there is a danger to students and staff of being injured by debris. Students are trained to go under desks and/or tables cover your head and neck with one arm and hold on to furniture leg with the other arm for protection. Procedures are as follows:

If inside a building or classroom:

- * Get under desk or piece of furniture as a shield
- * Drop to your hands and knees with your back to the window.
- * Make body as small as possible.
- * Cover your head and neck with one arm and hold on to furniture leg with the other arm.
- * Keep eyes closed.
- * If an earthquake, hold on until the shaking stops.
- * Wait for further instructions.

If outside of school buildings:

- * Get clear of all buildings, power lines, light poles or sources that may be dangerous.
- * Lie flat with chest down and back up with face away from dangerous hazards.
- * Cover head, face as much skin surface as possible.
- * Keep eyes closed.
- * Wait for further instructions.

When safe to do so, follow evacuation procedures

Explosion or Risk Of Explosion

1. In the Event of an Actual Explosion

Immediate Actions

- * Duck and cover: Instruct students and staff to take cover under desks, away from windows and overhead hazards.
- * Once safe, evacuate the building immediately, unless evacuation routes are unsafe.
- * Do not use fire alarms if you suspect an explosive device—it could trigger another detonation.
- * Call 911 and report the explosion, including:
 - Location and extent of the damage
 - Known injuries
 - Suspicious circumstances (e.g., if a device was seen before the explosion)
- * Notify school administration and activate the Incident Command System (ICS).

Evacuation Guidelines

Teachers:

- * Take emergency go-bags and student rosters.
- * Lead students calmly to the pre-designated evacuation area.
- * Avoid touching or walking near any suspicious object.
- * Take attendance and report missing or injured students to incident command.

Admin:

- * Confirm the location is safe before directing evacuation.
- * Coordinate with fire, law enforcement, and EMS upon arrival.
- * Ensure gates are unlocked for emergency vehicle access.

2. In the Event of a Risk or Threat of Explosion

Examples of Possible Threats:

- * Suspicious package or device
- * Gas leak or strong chemical odor

- * Bomb threat or warning call
- * Spark or fire near hazardous materials

Immediate Actions

- * Call 911 and report the suspected threat.
- * Do NOT touch or move suspicious objects.
- * Do NOT use cell phones or two-way radios near the object.
- * Notify district office and initiate ICS.

Evacuation or Shelter Decision

- * Only evacuate if the area outside is confirmed safe.
- * Use routes away from the suspected device or hazard.
- * If the threat is outdoors or uncertain, initiate Shelter-in-Place:
"Shelter-in-Place. This is not a drill. Please remain indoors. Close and lock doors and windows. Do not use cell phones."

3. Communication

- * Use PA system or messengers to communicate instructions clearly.
- * Notify parents using emergency notification systems only after verifying the situation with law enforcement.
- * Designate a Public Information Officer (PIO) to coordinate with media and law enforcement.

4. Medical and Safety Response

- * Provide first aid to the injured until EMS arrives.
- * Move injured individuals only if necessary to prevent further harm.
- * Maintain a log of all affected individuals (injured, missing, treated, transported).

Fire in Surrounding Area

1. Initial Identification and Notification

The principal or designee confirms the incident with:

- * Local fire department or CAL FIRE
- * Law enforcement or Office of Emergency Services (OES)
- * District safety office

Monitor updates via:

- * Emergency alert systems (e.g., NOAA Weather Radio, local news)
- * District communication channels
- * Air quality monitoring services (e.g., AQI from AirNow)

2. Immediate Administrative Actions

If there is NO immediate threat to the campus:

- * Announce Shelter-in-Place (if smoke or ash is present):
"Shelter-in-Place. There is a fire in the surrounding area. Please stay indoors. Close windows and doors. This is not a drill."
- * Shut off HVAC systems to prevent smoke from entering.
- * Cancel all outdoor activities, including recess, PE, and after-school sports.
- * Move all students and staff indoors.
- * Limit classroom transitions and keep students in their current locations if possible.

If the fire is approaching the school or evacuation is advised:

- * Coordinate with local emergency services before initiating evacuation.
- * Use pre-identified evacuation routes that avoid exposure to fire or smoke.
- * Prepare for possible relocation to an off-site reunification center if needed.

3. Staff Responsibilities

Teachers:

- * Close windows and doors.
- * Take roll and monitor student health (especially those with asthma or respiratory issues).
- * Keep students calm and informed.

Office/Admin Staff:

- * Maintain open communication with district and emergency services.
- * Prepare emergency go-kits and evacuation rosters in case relocation is necessary.
- * Monitor phone lines and parent inquiries.

4. Communication

- * Use emergency notification systems (e.g., Catapult) to notify families:
 - Status of fire and school operations
 - Any changes to pickup times or transportation
 - Instructions not to come to campus unless directed
- * Coordinate public messaging with the district's Public Information Officer (PIO) and local authorities.

5. Transportation

Work with district transportation to:

- * Re-route buses if roads are closed or conditions are unsafe.
- * Adjust bell schedules or release times as needed.
- * Ensure bus drivers are updated on air quality and visibility concerns.

6. Student Health Monitoring

- * Notify school nurse and office staff to monitor students for:
 - Respiratory distress
 - Headaches, dizziness, or eye irritation
- * Provide access to asthma inhalers or emergency medication as needed.

Fire on School Grounds

Fire Procedures

If you see smoke, fire or if the fire alarm sounds:

Procedure for During Class Time:

1. Teachers:

- o Grab your keys, device and Emergency Bag/Backpack.
- o Check that all exits are clear. If exits are blocked, find alternate exit route.
- o Staff exit the room with students, check that all students are out of the classroom and leave door closed and unlocked and report to the primary evacuation location unless directed to go to a secondary location. (See Evacuation Map)
- o Activate fire alarm pull station if nearby and the alarm is not yet sounding.

2. Students exit the classroom and WALK in an orderly line.

3. NO TALKING IS PERMITTED.

4. Once in the evacuation area and it is safe to do so, teachers take roll and account for each student via Catapult EMS. Account for all students who were present at time of role. The office accounts for absent students that are marked absent in Catapult.

5. Students in classrooms other than their own are to remain with that class until given permission to rejoin their class by both teachers.

6. Students remain in orderly and silent lines until the all clear signal is given.

7. P.E. Classes: Teacher/supervising adult:

- o Stop activity
- o Organize class into silent and orderly lines
- o Lead class to evacuation area.

NOTE: Elevators are not to be used during fire evacuations. Use an alternate route.

Procedure Used Before School, During Lunch and Recess:

1. Students WALK to the designated evacuation area.
2. Students wait in orderly and silent lines for their teacher/supervising adult to give further instructions.

ALL SCHOOL PERSONNEL, CERTIFICATED AND CLASSIFIED ARE TO PARTICIPATE IN ALL FIRE DRILLS

Parents, guests and community people on the grounds during a drill must participate.

Using a Fire Extinguisher

Rescue Union School District provides fire extinguisher training to faculty and staff upon being hired and annually. (California Code of Regulations: Title 8, §6151. Portable Fire Extinguishers. Section G.)

During the beginning stages of a fire:

1. Pull the fire alarm (This will notify the Fire Department automatically)
2. Identify a safe evacuation path before approaching the fire. Do not allow the fire, heat, or smoke to come between you and your evacuation path.
3. Evacuate students from the room and line up outside of the classroom then, if safe to do so, the teacher/staff member may attempt to put out the fire with a fire extinguisher.
4. Discharge the extinguisher within its effective range using the P.A.S.S. technique:
Pull, Aim, Squeeze, and Sweep.
5. Back away from an extinguished fire in case it flames up again.
6. Evacuate immediately if the extinguisher is empty and the fire is not out.
7. Evacuate immediately if the fire progresses.
8. After you evacuate, call 911, if appropriate.

If evacuation is necessary, follow evacuation procedures.

Most fire extinguishers operate using the following P.A.S.S. technique:

1. PULL... Pull the pin. This will also break the tamper seal.
2. AIM... Aim low, pointing the extinguisher nozzle (or its horn or hose) at the base of the fire.
NOTE: Do not touch the plastic discharge horn on CO2 extinguishers, it gets very cold and may damage skin.
3. SQUEEZE... Squeeze the handle to release the extinguishing agent.
4. SWEEP... Sweep from side to side at the base of the fire until it appears to be out. Watch the area. If the fire re-ignites, repeat steps 2 - 4.

If you have the slightest doubt about your ability to fight a fire....EVACUATE IMMEDIATELY!

Flooding

1. Initial Assessment and Notification

* Monitor flood warnings through:

- National Weather Service (NWS)
- Local Office of Emergency Services (OES)
- Emergency alert systems and district notifications

* Site administrator evaluates:

- Current and projected flood levels
- Access to campus and road conditions
- Impact on utilities and infrastructure

2. Administrative Actions

* Activate the Incident Command System (ICS).

* Notify:

- District office
- Local emergency management and public works
- School transportation department

- * Postpone or cancel outdoor activities if flooding is possible.
- * Consider early release or delayed dismissal if conditions worsen.

3. If Flooding is Occurring or Imminent

Shelter-in-Place (if evacuation is unsafe):

“Shelter-in-Place. Please stay indoors. Do not leave the building until further notice.”

- * Move students and staff to higher floors or elevated areas.
- * Turn off electrical equipment if instructed and safe to do so.
- * Block door gaps and cover vents if water begins to enter.
- * Avoid all contact with flood water due to contamination risks.

Evacuation (only if directed and safe):

- * Use pre-identified alternate evacuation routes that avoid low-lying or flooded areas.
- * Do not allow students to walk through moving water.
- * Teachers bring emergency go-bags and student rosters.
- * Account for all students at the evacuation site.

4. Transportation Adjustments

- * Coordinate with the transportation department to reroute or delay buses.
- * Avoid roads known to flood or currently closed by emergency services.
- * Consider relocating students to an alternate safe location if return home is unsafe.

5. Communication

- * Notify parents/guardians through approved channels (Catapult):
 - Flood status and student safety
 - Adjusted release, transportation, or relocation details
 - Instructions not to drive to campus unless directed
- * Coordinate public messaging with district PIO and emergency authorities.

6. Medical and Safety Considerations

- * Monitor students with asthma or health concerns, as mold or water contamination may impact air quality.
- * Avoid contact with:
 - Electrical outlets or waterlogged electronics
 - Contaminated water
- * Keep emergency medical kits and flashlights accessible.

Loss or Failure Of Utilities

1. Types of Utility Failures Covered

- * Power outage
- * Water supply failure or contamination
- * Natural gas leak
- * Loss of heating, air conditioning (HVAC)
- * Loss of internet or phone service

2. Initial Actions Upon Detection

Power Outage:

- * Notify the principal or designee and the district maintenance department.
- * Turn off electrical devices and equipment to prevent damage when power is restored.
- * If it's safe, open blinds/windows to provide light and ventilation.
- * Use battery-powered flashlights (not candles).
- * Monitor emergency radio or communication devices for updates.
- * District office to provide a generator for office phones and computer use for front office staff

Water Outage or Contamination:

- * Stop use of all water (sinks, fountains, restrooms).
- * Notify staff and restrict water access.
- * Provide bottled water and portable sanitation if possible.
- * Contact district maintenance and local public health authorities.

Gas Leak (Suspected or Confirmed):

- * Do not operate light switches or electronic devices.
- * Evacuate the affected building(s) immediately.
- * Call 911 and district maintenance.
- * Notify utility provider (e.g., PG&E or SoCalGas).
- * Initiate Lockout or Evacuation depending on the threat level.

3. Communication Protocols

- * Use alternative communication methods (e.g., two-way radios, cell phones) if phones or internet are down.
- * Notify:
 - District office
 - Parents/guardians (when safe and appropriate)
 - Local utility providers
- * Provide regular updates through available channels (email, text, intercom, PA system).

4. Shelter-in-Place or Evacuation Decision

- * If the outage poses no immediate danger: Shelter-in-Place and monitor conditions.
- * If the environment becomes unsafe or unsanitary (e.g., extreme heat, no running water, gas odor):
- * Consider evacuation or early release in coordination with the district and emergency services.
- * Initiate notification for early student dismissal (early end of school) if needed.

5. Classroom and Student Supervision

- * Continue supervision and instruction as safely possible.
- * Use alternative, non-digital learning materials if power/internet is down.
- * Keep students indoors or in safe, designated areas unless otherwise directed.
- * Monitor students with medical needs (e.g., medication storage that requires refrigeration, oxygen equipment).

6. Food Services

- * Coordinate with nutrition services staff:
 - Halt meal service if food safety standards cannot be maintained (e.g., no refrigeration, no clean water).
 - Use pre-packaged meals or snacks if available.

7. Early Dismissal (if necessary)

- * Notify families through the emergency system with instructions for early pickup.
- * Follow Student Release/Reunification Plan:
 - Verify ID before releasing students.
 - Keep logs of all released students.

8. After-Action and Recovery

- * Work with the district and utility companies to restore services.
- * Assess impact on school operations, learning loss, and food safety.
- * Provide counseling and support if the outage caused disruption or fear.
- * Review and update emergency protocols as needed.

9. Preparedness Measures

- * Maintain emergency supplies in every classroom, including:
 - Flashlights, batteries, bottled water, non-perishable snacks, blankets
- * Back up critical systems and files if applicable.
- * Post emergency procedures near phones and electrical panels.

- * Conduct regular drills that include utility outage scenarios.

Motor Vehicle Crash

1. Types of Incidents Covered

- * Vehicle crashes into a school building, fence, or campus area
- * School bus or school vehicle collision
- * Vehicle accident near school grounds involving students or staff
- * Pedestrian struck by a vehicle near or on campus

2. Immediate Actions by Witness or Staff Member

- * Call 911 immediately, provide:
 - Location of the crash (address or landmark)
 - Type of vehicles involved
 - Injuries or hazards (e.g., fire, fuel leak)
- * Notify the principal or site administrator.
- * Do not move injured persons unless they are in immediate danger (e.g., from fire).
- * Keep students and staff away from the scene.
- * Provide basic first aid only if trained and it is safe to do so.

3. Administrative Actions

- * Activate the Incident Command System (ICS).
- * Assign staff to:
 - Direct emergency responders to the scene
 - Supervise nearby students
 - Manage communication with district and parents
- * If the incident involves a school bus, coordinate with the transportation department to verify passenger lists and notify families.

4. Student and Staff Safety

- * If students were involved or witnessed the crash:
 - Move them to a secure and supervised area.
 - Account for all students using attendance rosters.
 - Keep them away from emergency responders unless needed for medical evaluation.
- * Provide support to any students who may be in shock or distress.

5. Scene Security and Hazards

- * Prevent anyone from entering the crash zone, especially if:
 - There is leaking fuel
 - Downed power lines are present
 - Airbags have deployed or smoke is visible
- * Do not allow staff or students to photograph or post about the crash on social media.

6. Communication Protocols

- * Notify:
 - District office
 - Transportation department, if a school vehicle is involved
 - Parents/guardians if students are injured or affected
- * Use official messaging platforms (ParentSquare, Blackboard, etc.) to avoid misinformation.
- * Designate a Public Information Officer (PIO) to handle media if needed.

Pandemic

1. Coordination and Planning

- * Follow guidance from:
 - California Department of Public Health (CDPH)

- Local County Public Health Department
- Centers for Disease Control and Prevention (CDC)
- California Department of Education (CDE)

* Activate the School Pandemic Response Plan and the Incident Command System (ICS).

* Designate a School Site Health Liaison to coordinate with district and public health officials.

2. Preventative Measures and Campus Health Protocols

* Implement public health protocols as required:

- Handwashing, respiratory hygiene education
- Regular cleaning and disinfection of high-touch surfaces
- Physical distancing (as feasible)
- Required or optional mask usage depending on health orders
- Isolation of symptomatic individuals

* Post signs throughout campus reminding of hygiene protocols and symptoms of illness.

3. Symptom Screening and Reporting

* Daily symptom checks for students and staff as recommended.

* Staff and students should stay home if sick or exhibiting symptoms.

* Report confirmed cases to local health officials per legal requirements (e.g., Cal/OSHA and FERPA compliance).

* Track absences and illness trends for early outbreak detection.

4. Response to Confirmed Case or Exposure

* Isolate the affected individual in a designated quarantine room and send them home as soon as possible.

* Identify and notify close contacts based on current public health definitions.

* Follow current quarantine/isolation guidelines (may vary based on vaccination status and variant severity).

* Communicate with staff and families while protecting individual privacy.

5. Campus Closure or Modified Operations

If advised by public health authorities:

* Transition to remote learning or hybrid instruction models.

* Maintain:

- Online instruction platforms
- Meal services for students (pickup/delivery)
- Access to mental health services

* Communicate clearly about:

- Duration of closure
- Instructional expectations
- Technology access/support
- Grading policies and attendance procedures

6. Continuity of Operations

* Ensure essential staff (e.g., administrators, IT, nutrition services, custodians) have safe working conditions.

* Coordinate with the district for:

- Payroll
- Data systems
- Cleaning and facilities maintenance

* Keep emergency contact information for all students and staff updated.

7. Mental Health and Wellness

* Provide access to:

- School counselors
- Crisis response teams
- Virtual wellness resources

* Promote SEL (social-emotional learning) practices in both in-person and remote environments.

8. Communication Protocols

* Use official school communication systems (ParentSquare, Blackboard, email, website).

* Share:

- Health updates and guidelines
- Changes to instruction or schedules
- Mental health and community resources

* Designate a Public Information Officer (PIO) to coordinate messaging with district and public health agencies.

9. Recovery and Return to Campus

* Follow public health clearance protocols for reopening:

- Deep cleaning and ventilation assessment
- Updated safety signage and supplies (e.g., PPE, sanitizer)
- Return-to-school criteria for students and staff

* Provide reentry support, including:

- Mental health services
- Academic assessments and remediation planning

10. Training and Preparedness

* Train staff on:

- Infection prevention
- Sick student protocols
- Distance learning platforms

* Conduct tabletop or virtual exercises with administrative teams.

11. Supplies and Equipment

Maintain stock of:

* Masks, gloves, thermometers, sanitizers, disinfectants

* Emergency food and water in case of extended shelter-in-place

* Technology tools (e.g., Chromebooks, Wi-Fi hotspots)

Psychological Trauma

1. Identifying Psychological Trauma

Psychological trauma may result from:

- A critical incident (e.g., suicide, death, violent act)
- A natural or man-made disaster
- Prolonged fear (e.g., active shooter lockdown, abuse)
- Media exposure to distressing events
- Loss of a loved one

Symptoms may include:

- Withdrawal, anxiety, or fearfulness
- Crying, emotional outbursts
- Difficulty concentrating or sleeping
- Physical complaints with no medical cause
- Aggressive or defiant behavior

2. Immediate Administrative Actions

- Notify the principal or site crisis response lead.
- Activate the School Crisis Response Team.
- Ensure immediate safety and remove students from the source of trauma (if ongoing).
- Secure the scene if related to an on-campus incident.
- Contact district mental health services and local behavioral health partners for support.
- Protect the privacy and dignity of those involved—limit rumors and social media speculation.

3. Staff Response Procedures

- Teachers or staff who observe trauma symptoms should:
 - o Provide a calm and supportive environment
 - o Listen non-judgmentally without pressing for details
 - o Refer the student to the school counselor, psychologist, or administrator immediately
 - Do not send the student alone if they are visibly distressed.

4. Crisis Counseling and Support Services

- Establish a designated counseling space on campus with trained mental health staff.
- Offer individual and small group counseling to affected students and staff.
- Provide additional supervision for vulnerable students (e.g., those with past trauma or mental health challenges).
- Maintain documentation of services offered and provided.

5. Family and Community Communication

- Notify affected families sensitively and promptly.
- Provide factual, age-appropriate information to the school community:

“Our school experienced a difficult situation today involving [brief description, e.g., the loss of a student]. Counselors are available, and we will continue to support our students through this time.”

- Include referral information for external mental health resources and crisis lines (e.g., 988 Suicide & Crisis Lifeline).

6. Classroom Support

- Teachers should:
 - o Maintain routines but be flexible with academic expectations
 - o Allow students space to talk or take breaks if overwhelmed
 - o Monitor behavior changes and refer concerns to support staff
 - Provide trauma-informed classroom strategies:
 - o Check-ins
 - o Mindfulness or calming exercises
 - o Seating adjustments or safe spaces

Suspected Contamination of Food or Water

1. Types of Potential Contamination Events

- Spoiled or expired food served to students or staff
- Water contamination (e.g., lead, bacteria, chemicals)
- Foodborne illness outbreak (e.g., norovirus, salmonella)
- Intentional tampering or foreign objects found in food/water
- Public Health or Environmental Health advisory for unsafe water

2. Immediate Actions Upon Suspicion or Report

- Stop use of all potentially contaminated food or water immediately.
- Isolate and secure any suspected food or drink to prevent further consumption.
- Remove affected items from service but do not dispose until public health officials can inspect.
- If individuals are ill or showing symptoms:
 - Call 911 for serious symptoms
 - Notify the school nurse, administer first aid as appropriate
 - Document names and symptoms of all affected persons
 - Notify:
 - Principal or designee
 - District nutrition services supervisor
 - Local public health department
 - Facilities or maintenance department (for water issues)

3. Investigation and Assessment

- Initiate a site-based food/water safety assessment with:

- Cafeteria/kitchen staff
- Maintenance personnel (for plumbing or water source issues)
- Environmental health officials
- Retain:
- Sample food/water for testing
- Food labels, preparation records, and vendor delivery logs

4. Isolation and Containment

- Restrict access to any affected areas (kitchen, cafeteria, restrooms, fountains).
- Shut off drinking fountains and sinks if water is suspected to be contaminated.
- Distribute bottled water if needed.

5. Communication Protocols

- Notify staff and families using approved platforms (e.g., Catapult):

"Out of an abundance of caution, we have suspended the use of certain food/water sources on campus today due to a possible contamination concern.

Students are safe and being monitored."

- Coordinate messaging with:
- District Public Information Officer (PIO)
- Local public health agency
- Be transparent but factual—avoid speculation until investigation confirms cause.

6. Alternate Plans for Food and Water

- Switch to pre-packaged meals if school food service is halted.
- Distribute bottled water and/or provide access to portable sanitation if necessary.
- Ensure all students have access to hydration and nutrition through alternative means.

7. Medical Response and Monitoring

- Maintain a log of affected individuals and symptoms.
- Monitor all students and staff who consumed suspected food/water.
- Notify parents/guardians of affected individuals and provide medical recommendations or public health notices.
- Follow reporting procedures for foodborne illness outbreaks as required by state and local agencies.

8. Student Release (If Widespread Exposure or Illness Occurs)

- Activate the Student Release/Reunification Plan if campus needs to be closed or evacuated.
- Provide updates and health recommendations to families at reunification.

9. Recovery and Restoration

- Work with health and safety officials to:
- Clear contaminated sources
- Test and verify water lines or food service equipment
- Clean and sanitize all affected areas
- Document response actions, retain inspection records, and submit reports as required.
- Resume service only after official clearance is given by local agencies.

10. Prevention and Training

- Train cafeteria, custodial, and office staff to recognize signs of contamination or illness.
- Conduct routine checks on:
- Food storage, preparation, and handling practices
- Water testing and plumbing maintenance
- Post safety protocols in food prep and service areas.
- Include contamination scenarios in annual emergency drills and tabletop exercises.

Tactical Responses to Criminal Incidents

1. Types of Criminal Incidents Covered

- Armed intruder on campus
- Active shooter or active assailant
- Hostage situation
- Barricaded subject
- Nearby police pursuit or law enforcement operation
- Serious violent crime on or adjacent to school property

2. Immediate Actions (Recognizing a Threat)

If staff or students observe a threat:

- Call 911 immediately and provide:
- School name and address
- Description of the suspect, weapon, and activity
- Location on or near campus
- Number of people involved or injured
- Notify the principal or site administrator (if safe to do so).
- Initiate an appropriate emergency action:

3. Emergency Response Options

A. Lockdown (If threat is on campus or nearby)

“This is a lockdown. Lock doors, turn off lights, stay out of sight. This is not a drill.”

- Lock all doors and windows.
- Move away from doors and windows.
- Turn off lights and remain silent.
- Silence phones.
- Do not open the door for anyone except emergency responders.
- Remain in lockdown until cleared by law enforcement or school administration.

B. Run, Hide, Fight (Active Assailant Guidance)

- Run – evacuate away from danger if it is safe.
- Hide – lock or barricade doors; stay quiet and out of sight.
- Fight – only as a last resort, attempt to incapacitate the attacker.

C. Shelter-in-Place (For threats near campus)

“Shelter-in-Place. Remain indoors. Lock exterior doors. Classes continue as normal indoors.”

- Lock perimeter doors.
- Keep students inside classrooms or buildings.
- Restrict movement around campus.
- Continue instruction unless otherwise instructed.

4. Law Enforcement Coordination

- Cooperate fully with responding officers or tactical teams.
- Provide access to:

o Building maps and master keys

o Class rosters and student schedules

o Names and locations of individuals with medical needs

- Follow law enforcement instructions without hesitation.

5. Communication Protocols

- Use PA system, radios, or emergency messaging system to initiate lockdown or shelter-in-place.
- The principal or designee will:
- Notify the district office
- Activate the Incident Command System (ICS)
- Coordinate with local law enforcement’s incident commander
- Designate a Public Information Officer (PIO) to manage messaging

Parent/Guardian Notification

Communicate once the situation is under control. Messages should:

- Confirm student safety
- Provide instructions for reunification or delayed dismissal
- Avoid speculative or graphic details
- Reassure families that trained personnel are managing the situation

Unlawful Demonstration or Walkout

1. Definitions

- Demonstration: A protest or public expression of opinion, which may be planned or spontaneous.
- Walkout: A student-organized event where individuals leave campus or class to protest or make a statement.
- Unlawful demonstration: Any protest or walkout that violates school policies or causes a disruption to school safety or operations.

2. Prevention and Preparation

- Establish clear school policies on student expression and protest.
- Educate students and staff on appropriate forms of protest under the First Amendment and Education Code §48907.
- Designate a staff lead (e.g., Assistant Principal or Safety Officer) to coordinate response planning.

3. Early Warning and Monitoring

- Monitor social media or informal channels for signs of an upcoming protest or walkout.
- Encourage open communication with student leadership to understand concerns and intentions.
- Notify the district office and, if needed, local law enforcement for possible crowd control support (particularly for larger or community-involved events).

4. Response to a Student Walkout

Before the Walkout:

- Remind students of:
- School rules
- Consequences of leaving campus without permission
- Safety risks (e.g., busy roads, weather conditions)
- Ensure staff coverage at exits and along probable departure routes.

During the Walkout:

- Do not physically restrain students from leaving campus.
- Do not threaten or confront protesting students.
- Document student names and times of departure.
- Assign staff or administrators (in pairs) to monitor off-campus locations where students gather, ensuring safety from traffic or outside threats.
- Keep non-participating students supervised and in class.
- Do not allow outsiders to join the protest on school property without permission.

If Protesters Are Disruptive or Violent:

- Initiate Lockdown or Shelter-in-Place if there is any threat to safety.
- Contact law enforcement if unauthorized individuals enter campus or if crowd control is needed.
- Activate the Incident Command System (ICS) to manage the event and communication.

5. Response to On-Campus Demonstrations

- If students demonstrate on school grounds:
- Assign staff to observe and supervise peacefully.
- Document incidents of vandalism, threats, or safety concerns.
- Allow peaceful protest if it does not disrupt instruction or endanger others.
- Move non-participating students away from the protest area.

6. Communication Protocols

- Keep staff informed of expectations and response procedures.
- Notify parents/guardians via automated messaging systems:

“We are aware of a student demonstration. Students are safe and supervised. We encourage students to remain on campus, and any unauthorized departure will be marked as unexcused.”

- Designate a Public Information Officer (PIO) to manage inquiries and coordinate messaging with district officials.

7. Legal Considerations and Documentation

- Students may not be disciplined for expressing their views peacefully, but:
- Unauthorized absences may be marked unexcused.
- Any disruption, defiance, vandalism, or threats may result in disciplinary action per Ed Code.
- Keep detailed records of:
 - Participants
 - Locations and timelines
 - Any safety or disciplinary incidents

8. Recovery and Support

- Debrief with staff and administrators after the event.
- Address student concerns through listening sessions, student forums, or classroom discussions.
- Offer counseling support to students emotionally affected by the event or its causes.
- Repair or clean any damage to school property.

9. Staff Training and Awareness

- Train staff to:
- Remain calm and non-confrontational
- Recognize the difference between disruption and protected expression
- Supervise safely and avoid escalation

Emergency Evacuation Map

Comprehensive School Safety Plan

**2025-26
School Year**

School: Jackson Elementary School
CDS Code: 09619786005706
District: Rescue Union Elementary District
Address: 2561 Francisco Dr.
El Dorado Hills, CA 95762-8201
Date of Adoption: 12/9/24
Date of Update: 9/28/25
Date of Review:
- with Staff 10/7/2025
- with Law Enforcement
- with Fire Authority

Approved by:

Name	Title	Signature	Date
Molly Griffin	Principal		
Debbie Faleschini	Teacher		
Karen Magallanes	Teacher		
Michelle Driscoll	Student Services Secretary		
Shawna Hook	Parent		
Hanna Calleri	Parent		
Emily Cardenas	Parent		
Danielle Rios	Parent / Instructional Assistant		
Jim Shoemake	Superintendent		

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at Jackson Elementary School.

Safety Plan Vision

1. Jackson Elementary School will provide a safe, orderly, and secure environment conducive to learning.
2. Jackson Elementary School will create a school in which pupils will attend regularly and be safe from both physical, verbal, and psychological harm.
3. Jackson Elementary School staff will work collaboratively with administrators and the school board to identify, establish and use strategies and programs to comply with school safety laws.
4. Jackson Elementary School will develop a plan to work cooperatively and collaboratively with parents, pupils, teachers, administrators, counselors and community agencies, including law enforcement, to provide a safe and orderly school.
5. Jackson Elementary School will develop an academic program that will focus on high expectations of pupil performance and behavior in all aspects of the school experience.

Components of the Comprehensive School Safety Plan (EC 32281)

Jackson Elementary School Safety Committee

Molly Griffin, Daniel Royer, Coco Ladd, Michele Driscoll, Ana Mountain, Debbie Faleschini

Assessment of School Safety

Annual assessments of School Safety at Jackson Elementary School are conducted and include a review of data from the RUSD Student Climate Survey, RUSD Parent Survey, discipline and attendance data as collected through our student information system and the California School Dashboard. Additional input is received from the school staff and members of the School Site Council committee.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

Jackson Elementary School recognizes the importance of providing a safe school environment that is conducive to learning and helps to ensure student safety and the prevention of student injury. All staff shall implement appropriate practices to minimize the risk of harm to students, including, but not limited to, practices relative to school facilities and equipment, the outdoor environment, educational programs, and school-sponsored activities.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

All school employees who are mandated reporters under California law are legally required to report known or reasonably suspected cases of child abuse or neglect to appropriate child protective agencies. Failure to report as required by law may result in criminal and civil liability.

Definition of a Mandated Reporter

Mandated reporters include all school personnel, including but not limited to:

- Teachers and administrators
- Classified staff (e.g., instructional aides, custodians, clerical staff)
- Coaches, counselors, nurses, and psychologists
- Volunteers, if they supervise students on a regular basis

Types of Reportable Abuse

Mandated reporters must report any known or reasonable suspicion of:

- Physical abuse
- Sexual abuse or exploitation
- Emotional or psychological abuse
- Neglect (including willful failure to provide food, clothing, shelter, or medical care)
- Willful cruelty or unjustifiable punishment
- Witnessing domestic violence (when affecting the child's welfare)

Reporting Procedures

1. Immediate Verbal Report

- The mandated reporter must immediately or as soon as practically possible make a verbal report to:

* Child Protective Services (CPS) or

* Local law enforcement agency (police or sheriff's department)

- Contact information for local reporting agencies is posted in the main office and staff areas.

2. Written Report

- Within 36 hours of the verbal report, the mandated reporter must complete and submit a written Suspected Child Abuse Report (SCAR) on form BCIA 8572 to the same agency.
- The form may be submitted via fax, mail, or electronically, if allowed.

3. Notification Within School

- The mandated reporter may inform the site administrator or supervisor after making the report, but administrators may not impede or alter the reporting process.
- The identity of the reporter is confidential and should not be shared except as required by law.

4. No Internal Investigation

- School staff should not attempt to investigate or validate the abuse prior to reporting.

- Do not interview the child or contact the suspected abuser beyond what is required to determine if a reasonable suspicion exists.

Training and Acknowledgment

- All employees must complete annual training on child abuse identification and reporting, as required by AB 1432.
- Upon hire and annually thereafter, employees must sign an acknowledgment form stating they understand their reporting obligations under the law.

Documentation and Confidentiality

- A copy of the written report should be retained in a confidential file (not in the student's cumulative record), per district policy.
- Information related to the report must be kept strictly confidential and shared only with authorized officials or investigators.
- Retaliation against a mandated reporter who reports in good faith is strictly prohibited.

Resources and Support

- School counselors, psychologists, and social workers are available to support affected students.
- The school maintains contact information for:
 - Local CPS agency
 - Law enforcement
 - Community mental health and victim support resources

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

1. All-Hazards Approach

The Disaster Plan should address:

- Natural Disasters: Earthquake, wildfire, flooding, extreme weather
- Technological Hazards: Utility failure, hazardous materials release
- Human-Caused Events: Bomb threat, terrorism, civil unrest, mass casualty incidents
- Health Emergencies: Pandemic, biological threats

2. Key Components of the School Disaster Plan

A. Preparedness

- Maintain updated site-specific Emergency Operations Plan (EOP) and Incident Command System (ICS) chart
- Conduct regular drills: fire, earthquake, lockdown, shelter-in-place, and evacuation
- Stock emergency supplies: food, water, first aid, radios, student rosters, etc.
- Assign and train staff in ICS roles: Incident Commander, Operations, Logistics, Planning, Finance

B. Mitigation

- Identify hazards in and around campus (e.g., gas lines, flood zones)
- Ensure non-structural hazard mitigation: secure bookshelves, emergency shutoffs labeled
- Partner with local emergency services to assess and improve site safety

C. Response

- Activate the Incident Command System (ICS)
- Use appropriate emergency response protocols:
 - Evacuation for fire, gas leak, bomb threat
 - Shelter-in-Place for air quality concerns, chemical release

o Lockdown for intruder or active assailant

- Account for all students and staff
- Provide first aid and care for injured persons
- Coordinate with first responders and district officials

D. Recovery

- Restore safe operations (building inspections, utility checks)

- Provide mental health and counseling services
- Assess and repair damage
- Debrief with staff and district for after-action review
- Update procedures and training based on lessons learned

3. Communication During a Disaster

- Use multiple communication channels: PA system, radios, phones, emergency text/email platforms
- Communicate clearly and calmly with:
- Staff (via ICS structure)
- Students (via classroom teachers or PA)
- Parents/guardians (via district-approved systems)
- Designate a Public Information Officer (PIO) to coordinate with media and community

Adaptations for Students with Disabilities

Students with disabilities that are not cognitively or physically able to follow safety plans, details regarding assistance, such as aide or wheelchair assistance, will be identified in the student's Individualized Education Plan.

Maintain a list of:

- * Students with disabilities
- * Students with medical needs (e.g., medication, mobility)

Ensure accommodations in evacuation and shelter procedures

Include support staff in all planning (e.g., nurses, aides)

Public Agency Use of School Buildings for Emergency Shelters

Policy Statement

In the event of a natural disaster, public health emergency, or other declared crisis, this school site may be designated for temporary use by public agencies to provide emergency shelter, medical services, food distribution, or other community relief services.

The school will cooperate fully with:

- Local law enforcement
- Fire and rescue services
- County Office of Emergency Services (OES)
- California Department of Public Health (CDPH)
- American Red Cross and/or Federal Emergency Management Agency (FEMA)

Such use shall be coordinated to prioritize the safety of students, staff, and school property, and to allow for the continuity of educational operations when feasible.

Procedures

1. Activation and Authorization

- Use of school facilities shall be authorized by the district superintendent or designee in consultation with emergency authorities.
- Public agency partners must present proper identification and written authorization when requesting access to the campus for emergency shelter purposes.

2. Site Coordination

- The school site administrator or designee will:
- Serve as the primary point of contact for coordination
- Provide building access and site maps to authorized personnel
- Ensure the protection of school records, equipment, and instructional materials not needed for shelter operations
- A joint use plan or Memorandum of Understanding (MOU) may be established between the district and the public agency to clarify responsibilities, including liability, security, and cleanup. The Assistant Superintendent of Business Services shall be responsible for establishing the MOU.

3. Safety and Security

- All shelter operations shall maintain compliance with applicable health, fire, and safety codes.
- Public safety personnel will assist in maintaining site security.

- Any areas of campus used for shelter must be clearly separated from instructional or student-only zones (if school is still in session or partially operating).

4. Communication

- The district will inform staff and families of shelter operations on school grounds as appropriate.
- Signage and barriers may be used to guide shelter clients and restrict unauthorized access to school areas.

5. Restoration and Recovery

- Upon conclusion of shelter use, the public agency will:
- Coordinate site cleanup and restoration
- Assess damages and provide appropriate reimbursement or repairs
- Notify the district when the site is fully restored for educational use

Preparedness and Planning

- The school site shall maintain:
- Copies of joint-use agreements or MOUs (if applicable)
- Facility condition assessments and maps
- Updated contact information for local emergency services
- Disaster drills and tabletop exercises should consider scenarios involving emergency shelter use.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.2 - Bullying)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus

(cf. 5112.5 - Open/Closed Campus)

4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-8" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5144 - Discipline)
(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

(cf. 5131.7 - Weapons and Dangerous Instruments)

2. Selling or otherwise furnishing a firearm

3. Brandishing a knife at another person

4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4

6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-8" and "Additional Grounds for Suspension and Expulsion: Grades 4-8," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

(cf. 5148.3 - Preschool/Early Childhood Education)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

The student information system will include data regarding dangerous students that teachers will have access to for three years from the date of the incident. Site administrators and site secretaries will be trained on how to include the information in the student information system and teachers will be trained on where the data will be located.

(E) Sexual Harassment Policies (EC 212.6 [b])

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, when made on the basis of sex and under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5145.3 - Nondiscrimination/ Harassment)
(cf. 6142.1 - Sexual Health and HIV/ AIDS Prevention Instruction)

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion

School-Level Complaint Process/ Grievance Procedure

Complaints of sexual harassment, or any behavior prohibited by the district's Nondiscrimination/ Harassment policy - BP 5145.3, shall be handled in accordance with the following procedure:

1. Notice and Receipt of Complaint: Any student who believes he/ she has been subjected to sexual harassment or who has witnessed sexual harassment may file a complaint with any school employee. Within 24 hours of receiving a complaint, the school employee shall report it to the district Coordinator for Nondiscrimination/ Principal. In addition, any school employee who observes any incident of sexual harassment involving a student shall, within 24 hours, report this observation to the Coordinator/ Principal, whether or not the victim files a complaint. In any case of sexual harassment involving the Coordinator/ Principal to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall instead report to the Superintendent or designee.
2. Initiation of Investigation: The Coordinator/ Principal shall initiate an impartial investigation of an allegation of sexual harassment within five school days of receiving notice of the harassing behavior, regardless of whether a formal complaint has been filed. The district shall be considered to have "notice" of the need for an investigation upon receipt of information from a student who believes he/ she has been subjected to harassment, the student's parent/guardian, an employee who received a complaint from a student, or any employee or student who witnessed the behavior. If the Coordinator/ Principal receives an anonymous complaint or media report about alleged sexual harassment, he/ she shall determine whether it is reasonable to pursue an investigation considering the specificity and reliability of the information, the seriousness of the alleged incident, and whether any individuals can be identified who were subjected to the alleged harassment.
3. Initial Interview with Student: When a student or parent/guardian has complained or provided information about sexual harassment, the Coordinator/ Principal shall describe the district's grievance procedure and discuss what actions are being sought by the student in response to the complaint. The student who is complaining shall have an opportunity to describe the incident, identify witnesses who may have relevant information, provide other evidence of the harassment, and put his/ her complaint in writing. If the student requests confidentiality, he/ she shall be informed that such a request may limit the district's ability to investigate.
4. Investigation Process: The Coordinator/ Principal shall keep the complaint and allegation confidential, except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964) The Coordinator/ Principal shall interview individuals who are relevant to the investigation, including, but not limited to, the student who is complaining, the person accused of harassment, anyone who witnessed the reported harassment, and anyone mentioned as having relevant information. The Coordinator/ Principal may take other steps such as reviewing any records, notes, or statements related to the harassment or visiting the location where the harassment is alleged to have taken place. When necessary to carry out his/ her investigation or to protect student safety, the Coordinator/ Principal also may discuss the complaint with the Superintendent or designee, the parent/guardian of the student who complained, the parent/guardian of the alleged harasser if the alleged harasser is a student, a teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth, law enforcement and/ or child

protective services, and district legal counsel or the district's risk manager. (cf. 5141.4 - Child Abuse Prevention and Reporting)

5. Interim Measures: The Coordinator/ Principal shall determine whether interim measures are necessary during and pending the results of the investigation, such as placing students in separate classes or transferring a student to a class taught by a different teacher.

6. Optional Mediation: In cases of student-on-student harassment, when the student who complained and the alleged harasser so agree, the Coordinator/ Principal may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator, or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree, and he/ she shall be advised of the right to end the informal process at any time. (cf. 5138 - Conflict Resolution)

7. Factors in Reaching a Determination: In reaching a decision about the complaint, the Coordinator/ Principal may take into account:

- a. Statements made by the persons identified above
- b. The details and consistency of each person's account
- c. Evidence of how the complaining student reacted to the incident
- d. Evidence of any past instances of harassment by the alleged harasser
- e. Evidence of any past harassment complaints that were found to be untrue

To judge the severity of the harassment, the Coordinator/Principal may take into consideration:

- a. How the misconduct affected one or more students' education
- b. The type, frequency, and duration of the misconduct
- c. The identity, age, and sex of the harasser and the student who complained, and the relationship between them
- d. The number of persons engaged in the harassing conduct and at whom the harassment was directed
- e. The size of the school, location of the incidents, and context in which they occurred
- f. Other incidents at the school involving different students

8. Written Report on Findings and Follow-Up: No more than 30 days after receiving the complaint, the Coordinator/Principal shall conclude the investigation and prepare a written report of his/ her findings. This timeline may be extended for good cause. If an extension is needed, the Coordinator/ Principal shall notify the student who complained and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If it is determined that harassment occurred, the report shall also include any corrective actions that have or will be taken to address the harassment and prevent any retaliation or further harassment. This report shall be presented to the student who complained, the person accused, the parents/ guardians of the student who complained and the student who was accused, and the Superintendent or designee.

In addition, the Coordinator/ Principal shall ensure that the harassed student and his/her parent/guardian are informed of the procedures for reporting any subsequent problems. The Coordinator/ Principal shall make follow-up inquiries to see if there have been any new incidents or retaliation and shall keep a record of this information.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti
2. Providing training to students, staff, and parents/ guardians about how to recognize harassment and how to respond
3. Disseminating and/ or summarizing the district's policy and regulation regarding sexual harassment
4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to parents/ guardians and the community
5. Taking appropriate disciplinary action

In addition, disciplinary measures may be taken against any person who is found to have made a complaint of sexual harassment which he/ she knew was not true.

Notifications

A copy of the district's sexual harassment policy and regulation shall :

1. Be included in the notifications that are sent to parents/ guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted, including school web sites (Education Code 231.5)
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session (Education Code 231.5)
4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
5. Be included in the student handbook
6. Be provided to employees and employee organizations

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

In cooperation with teachers, students, and parents/guardians, the principal or designee may establish school rules governing student dress and grooming which are consistent with law, Board policy, and administrative regulations. These school dress codes shall be regularly reviewed.

The following guidelines shall apply to all regular school activities:

1. Clothing, jewelry, and personal items shall be free of writing, pictures, or any other insignia which is vulgar, lewd, obscene, profane, or sexually suggestive or which promotes the use of alcohol, drugs, tobacco, or other illegal activity.
2. Appropriate shoes must be worn at all times.
3. Hats, caps, and other head coverings shall not be worn indoors.
4. Clothes shall be sufficient to conceal undergarments. See-through tops and bare abdomens are prohibited.

The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

Students shall be allowed to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

This school site shall implement secure ingress (entry) and egress (exit) procedures to maintain campus safety, account for all individuals on school property, and provide rapid response capabilities in the event of an emergency or threat. These procedures are reviewed annually and revised as needed based on drills, safety audits, and collaboration with local law enforcement and emergency personnel.

1. Daily Campus Access Procedures

- All campus entrances and exits shall be clearly marked and monitored.
- Single Point of Entry: During school hours, access to the campus shall be limited to one monitored entrance, typically the main office or administration building.
- Visitor Check-In:
 - o All visitors must enter through the main entrance and sign in at the front office.
 - o Visitors will be required to present valid identification and wear a visitor badge at all times while on campus.
 - o Staff are trained to report any individual on campus without a visitor badge.
- Student Arrival and Departure:
 - o Designated drop-off and pick-up zones are supervised during arrival and dismissal times.
 - o Staff are stationed to monitor crosswalks, loading zones, and pedestrian traffic.
 - o Late arrivals and early dismissals must be processed through the front office and require verification by a parent/guardian or emergency contact.

2. Emergency Ingress and Egress Procedures

- Evacuation Routes:
 - o Each classroom and major area of campus has posted evacuation maps indicating primary and secondary egress routes.
 - o All evacuation routes are kept clear of obstructions and are accessible to individuals with disabilities.
 - o Drills are conducted regularly to ensure all students and staff can exit quickly and safely.
- Ingress During Emergency Response:
 - o In the event of a lockdown, shelter-in-place, or other emergency, all gates and doors will be secured to prevent unauthorized entry.
 - o Emergency personnel (e.g., law enforcement, fire department) will be granted access through a designated emergency access point, coordinated by the school's Incident Commander or designee.
- Controlled Reentry:
 - o After an evacuation or lockdown, reentry will be permitted only after the "all clear" is given by emergency services and the school's Incident Commander.
 - o A sweep of all rooms and restrooms will be conducted prior to reentry.
 - o Student reunification will follow the site's Student Release and Reunification Plan.

3. Special Event and After-Hours Procedures

- For school events open to the public (e.g., performances, sports games, parent nights):
 - o Clearly designated entrances and exits will be used and monitored by staff or security.
 - o Signage and barriers will direct traffic flow.
 - o Emergency exits will be clearly illuminated and unobstructed.
 - o Additional staff or security personnel may be assigned for crowd management.

4. Coordination with Emergency Responders

- Local emergency services are provided with:
 - o Up-to-date campus maps with marked ingress and egress points
 - o Emergency gate keys or codes, as appropriate
 - o Periodic opportunities to participate in drills or site walkthroughs

5. Review and Maintenance

- Ingress and egress procedures are reviewed:
 - o At the beginning of each school year
 - o After each emergency drill or real incident
 - o As part of the school's annual CSSP update
- Facilities staff and site administrators regularly inspect:
 - o Gates, doors, locks, and signage
 - o ADA accessibility of evacuation paths
 - o Emergency lighting and alarms along exit routes

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

School Climate

Element:

Our goal is to create a positive school climate where students are valued and respected.

Opportunity for Improvement:

Tier 1 Positive Behavior Interventions and Supports

Objectives	Action Steps	Resources	Lead Person	Evaluation
To implement a Tier 1 Positive Behavior Intervention Supports program with fidelity to support Tier 1 behavior support for all Jackson students.	PBIS team will refine and/or develop Tier 1 best practices including: Behavior matrix and major/minors chart, positive behavior rewards system Teachers will reinforce the Get JAG-Y Behavior expectations through monthly behavior awards Staff will reward students individually and by class with JAG-Y Gems for positive behaviors. Principal will host monthly JAG-Y GEM certificates in classrooms acknowledging individual students for exemplifying the traits. The school counselor will facilitate classroom presentations using the Second Step Anti-Bully curriculum and friendship groups at lunch (2024-2025). Use invisible mentoring with the yard supervisor team and PBIS Check-in/Check-out Advisors (CICO) to connect with students at risk.	PBIS Training JAG-Y Gems Certificates Second Step Curriculum	Principal	Site Evaluation 2026
To help students develop conflict resolution skills.	Classroom presentations bimonthly in all classes by the school counselor.	Second Step Curriculum (has been purchased).	School Counselor	Student Services Survey Behavior Referrals Discipline Data

Component:

Physical Environment

Element:

Our goal is to continue to work with the Rescue Union School District, developers, local, state, and federal agencies to make the campus facilities and grounds safe for students, staff, and visitors. Jackson Elementary School has a beautiful campus with a great staff and supportive parents who work together to create a positive atmosphere for students. We would like to enhance the safety of the students, staff, visitors and facilities by providing better campus communication, safe facilities and infrastructure, and improved supervision of student

Opportunity for Improvement:

Physical space on campus and school safety

Objectives	Action Steps	Resources	Lead Person	Evaluation
To be observant of our surroundings by watching for safety concerns and responding quickly to those concerns by alerting the administration and filling out work orders.	Make sure that all staff alert administration to safety concerns and that work orders are filled out and completed in a timely manner.	Any repairs needed via work orders.	Principal, Director of Maintenance	Ongoing discussions throughout the year at staff meetings and yard supervisor meetings.
Shade structure(S) on all abilities playground	Review proposals Meet with vendors Present options to Parent Teacher Organization (PTO) Select vendor Coordinate Installation	Funds from PTO	Principal, Director of Maintenance	2026 Comprehensive School Safety Plan
Repair and maintain F Wing portables including: new carpet, roof leaks, fencing and anti-slip grip on ramps	Work with Director of Maintenance and Facilities to review work orders and potential repairs Follow up with staff after reviewing concerns	Materials needed for maintenance and repair.	Principal, Director of Maintenance	2026 Comprehensive School Safety Plan

Component:**Element:****Opportunity for Improvement:**

Objectives	Action Steps	Resources	Lead Person	Evaluation

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)**Jackson Elementary School Student Conduct Code**

We believe that children should be taught to be responsible citizens at school. They should realize that freedom and responsibility go hand in hand and that they have a responsibility to others in their school relationships. Students exhibiting good citizenship will be rewarded and students displaying poor citizenship will have logical consequences.

Students must know the rules and regulations of school, be responsible for following them and be aware of consequences when they are broken. Children will receive positive reinforcement when

they are conforming to the highest standards of good citizenship. We believe that good citizenship is the responsibility of all adults and children at school and that citizenship and good academic performance are intrinsically related.

Should your child have a conflict with another student please talk to your child's teacher or the school administrator. Do not approach the other child or their parents, let school personnel know about the situation right away. Please see the office regarding procedures for filling out a complaint should your child experience a situation regarding discrimination, harassment, intimidation, or bullying.

A JACKSON STUDENT SHALL:

General Rules:

- be on time
- follow classroom and bus rules
- keep hands, feet and objects to self
- be polite, friendly, respectful and considerate of schoolmates and adults
- follow directions the first time they are given
- solve disputes constructively (no fighting)
- help keep the school clean
- remain in supervised areas
- follow the dress code
- be in a classroom only when an adult is present
- use appropriate language; no swearing

Cell Phones/Smart Watches

- Must be TURNED OFF and stored away during school hours (bell to bell) unless otherwise directed by a staff member.
- If cell phones are a distraction, they will be confiscated and the student will be able to retrieve their phone in the office at the end of the school day.

Playground Rules:

- walk on pavement; okay to run on blacktop play area
- observe game or posted rules
- line up quietly at the given signal
- use bathrooms quickly and return to playground
- play in assigned areas

Conduct Code Procedures

The Governing Board believes that all students have the right to be educated in a safe and positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using district transportation.

The Superintendent or designee shall ensure that each school develops standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption
3. Conduct that disrupts the orderly classroom or school environment
4. Willful defiance of staff's authority
5. Damage to or theft of property belonging to students, staff, or the district.
6. Obscene acts or use of profane, vulgar, or abusive language
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited substances

8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose with prior permission of the principal or designee (Penal Code 417.27)
9. Use of a smartphone or other mobile communication device in an unauthorized manner
10. Plagiarism or dishonesty on school work or tests
11. Wearing of any attire that violates district or school dress codes, including gang-related apparel
12. Tardiness or unexcused absence from school
13. Failure to remain on school premises in accordance with school rules
14. Other conduct prohibited by Education Code 48900-48915-48915

Employees are expected to enforce standards of conduct and when they observe or receive a report of a violation of these standards, to appropriately intervene, or seek assistance. As necessary, the employee shall refer the matter to a supervisor or the principal or designee.

When a school employee suspects that a search of a student or a student's belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with Board Policy and Administrative Regulation 5145.12 - Search and Seizure.

When a student uses any prohibited device, or uses a permitted device in an unauthorized manner, a district employee may confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or cocurricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during nonschool hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

(K) Hate Crime Reporting Procedures and Policies

The Governing Board is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents if they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. Such collaborative efforts shall focus on ensuring an efficient use of district and community resources, developing effective prevention strategies and response plans, providing assistance to students affected by hate-motivated behavior, and/or educating students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that includes the development of social-emotional learning, promotes their understanding of and respect for human rights, diversity, and acceptance in a multicultural society, and provides strategies to manage conflicts constructively.

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

The Superintendent or designee shall ensure that the rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident are provided to students and parents/guardians.

The Superintendent or designee shall provide staff with training on recognizing and preventing hate-motivated behavior and on effectively enforcing rules for appropriate student conduct.

Complaint Process

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly encouraged to report the incident to a teacher, the principal, or other staff member.

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the principal or the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, he/she shall also contact law enforcement.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Anonymous reporting for hate crimes or any other crimes can be reported through the school We-Tip reporting portal that can be found on the District or school website.

(J) Procedures to Prepare for Active Shooters

1. Prevention and Awareness

- Promote a safe school climate through:
- Positive Behavior Interventions and Supports (PBIS)
- School-wide anti-bullying efforts
- Mental health services and threat assessment procedures
- Encourage the use of anonymous reporting tools for students and staff to report threats or concerning behavior (e.g., see something, say something).
- Conduct behavioral threat assessments for students exhibiting concerning behaviors, in coordination with the district threat assessment team and law enforcement if necessary.

2. Staff and Student Training

- Provide annual training for all staff on:
- Recognizing warning signs of potential violence
- Emergency procedures and lockdown protocols
- Use of Run-Hide-Fight or SRP-based strategies
- Provide age-appropriate drills and education for students to ensure understanding without trauma or fear.
- Ensure training is trauma-informed and inclusive of students with disabilities, English learners, and other vulnerable populations.

3. Coordination with First Responders

- Maintain up-to-date campus maps, master keys, and emergency contact lists in the school's emergency kits.
- Work with local law enforcement and fire departments to:
- Develop and review tactical response plans
- Conduct joint drills or tabletop exercises
- Establish unified command procedures under ICS (Incident Command System)

Procedures for Preventing Acts of Bullying and Cyber-bullying

The school provides resources for parents, administrators, and students on how bullying can be prevented and addressed. Resources include publications, sample policies, and frequently asked questions.

Bullying is a form of violence. It can be physical, verbal, psychological, or sexual. Here are some examples of bullying:

- Physical: hitting, kicking, spitting, pushing
- Verbal: teasing, threatening, name-calling
- Psychological: excluding someone, spreading rumors, intimidating
- Sexual: touching, assault, exhibitionism, and many of the actions listed above

Bullying may also occur through the Internet or other forms of technology. This is known as cyberbullying. It is sending or posting hurtful material.

Bullying is common, but it should not be viewed as a normal part of growing up. It is more damaging to children than previously thought. Bullying has a negative effect on a student's ability to learn.

Schools are responsible for creating safe environments for all students. They must work to prevent bullying, and they must respond to it when it happens.

The California Department of Education offers information and resources for parents, administrators, and students about bullying. A Community Responsibility

Bullying is such a long-established behavior in our society and schools that it has often been ignored as "a normal part of growing up." However, research has shown that there are severe long-term consequences for both the targets and the bullies. Further, severe reactions to bullying have been cited as one of the causes of the extremely violent incidents on school campuses that have received so much media attention in recent years.

Fortunately, well-documented research has been done which provides techniques for preventing bullying, responding to incidents of bullying, and dealing with its long term consequences. The key elements of a bullying prevention program are:

- Raising awareness of bullying through actions such as surveys of prevalence and role-playing events at assemblies.
- Formation of a bullying prevention committee which represents the entire school community and which is responsible for choosing and implementing a prevention program.
- Defining bullying and making it clear to all staff and students that it is unacceptable.
- Adapt and implement bullying prevention policies.
- Training all members of the school community in the appropriate responses to observed incidents of bullying.
- Providing counseling for persistent bullies, targets, and their parents/guardians.
- Regular review of effectiveness of the anti-bullying program.

There are a number of resources available which contain detailed information about comprehensive bullying prevention programs. These research-based programs describe the elements above, and also contain:

- Broadly conceived definitions of bullying, including behaviors such as social ostracism in addition to the traditionally-considered physical dominance behaviors.
- Bullying prevalence questionnaires.
- Appropriate interventions for bullying situations, and for chronic bullies and targets.

Opioid Prevention and Life-Saving Response Procedures

In response to the growing opioid crisis and the presence of synthetic opioids such as fentanyl in the community, this school recognizes the urgent need to prepare staff and students with the tools and knowledge to prevent overdose deaths. The school shall maintain naloxone (Narcan) on campus and ensure trained staff are available to administer it in case of a suspected opioid overdose. Prevention education will also be implemented as part of the health curriculum and student wellness efforts.

1. Prevention and Education

- Age-appropriate opioid prevention education shall be incorporated into middle school health instruction, in alignment with the California Health Education Framework.
- Instruction may include:
 - o Risks of prescription and synthetic opioids (e.g., fentanyl)
 - o Dangers of counterfeit pills
 - o The importance of seeking help for substance use
 - o Information on how to respond to an overdose
 - The school may partner with community-based organizations, county health departments, or school resource officers (SROs) to support prevention programming and distribute educational materials.

2. Naloxone (Narcan) Availability

- The school shall maintain readily accessible naloxone kits on campus, located in:

- o The health office or nurse's station
 - o AED (Automated External Defibrillator) boxes (if applicable)
 - o Other high-traffic or high-risk areas as designated by administration
 - The district will ensure that:
 - o Naloxone is stored properly per manufacturer guidelines
 - o Expired doses are safely discarded and replaced
 - o Inventory is tracked annually
-

3. Staff Training and Responsibilities

- Designated school personnel (e.g., nurses, administrators, security staff, select teachers) shall receive annual training in:
 - o Recognizing signs of opioid overdose (e.g., unresponsiveness, slow or no breathing, blue lips or fingernails, gurgling sounds)
 - o Proper storage, handling, and administration of naloxone
 - o Basic first aid and CPR procedures
 - o 911 activation and emergency reporting
 - Training is provided in accordance with Education Code §49414.3 and includes hands-on or video-based instruction.
-

4. Emergency Response Procedures

If a Suspected Opioid Overdose Occurs:

1. Call 911 immediately
2. Administer naloxone (Narcan) as trained
 - o Follow dosage instructions (usually 1 spray into one nostril)
 - o If no improvement in 2–3 minutes, a second dose may be given
3. Begin CPR if the individual is not breathing or does not have a pulse
4. Stay with the person until emergency responders arrive
5. Notify the school administrator or designee immediately

After the Incident:

- Document the incident and naloxone usage as required by district policy
 - Notify the parent/guardian if the individual is a student
 - Offer referral to counseling or substance use resources
-

5. Coordination with Local Health and Emergency Services

- The school will coordinate with:
 - o Local public health departments for naloxone acquisition, education, and training resources
 - o Law enforcement and emergency medical services (EMS) for appropriate response protocols
 - Schools may participate in opioid response networks or county overdose prevention coalitions
-

6. Confidentiality and Student Support

- Students involved in an opioid-related emergency or requesting help will be treated with compassion and confidentiality, and shall not face punitive discipline solely for a medical emergency.
 - The school will offer connections to:
 - o Substance use counseling
 - o Mental health resources
 - o Community treatment programs
-

7. Legal Protection and Good Samaritan Laws

- Under California's Good Samaritan laws (Health & Safety Code §1799.102), individuals who administer naloxone in good faith during a suspected overdose are protected from legal liability.
- Students and staff are also protected when seeking emergency medical help during an overdose, even if illegal substances are involved, under AB 472 – The 911 Good Samaritan Law.

Response Procedures for Dangerous, Violent, or Unlawful Activities

All school staff must report and respond to incidents involving threats to school safety, including but not limited to acts of violence, possession of weapons, criminal behavior, gang activity, and illegal substance use. School staff will follow these procedures in

collaboration with law enforcement, site administrators, and district safety teams, consistent with legal obligations and student rights.

1. Types of Dangerous or Unlawful Activities Addressed

- Physical altercations or assaults
- Threats of violence, including written or verbal threats
- Weapons possession or use
- Drug or alcohol possession or distribution
- Vandalism or destruction of school property
- Gang-related activity or intimidation
- Hate crimes or bias-motivated threats
- Sexual harassment or misconduct
- Trespassing or unauthorized individuals on campus

2. Immediate Staff Response

- Ensure safety first: Call 911 if there is an immediate threat to life or serious injury.
- Notify the principal or site administrator immediately.
- Do not attempt to physically intervene in violent altercations unless trained and it is necessary to prevent harm.
- Use the school's emergency communication system (e.g., PA system, radio, phone) to alert others if appropriate.

3. Incident Containment and Student Protection

- Move bystanders and uninvolved students to a safe area.
- If needed, initiate:

o Lockdown (for armed or violent intruder situations)

o Shelter-in-Place (for threats in the surrounding community)

o Evacuation (for bomb threats, fires, or hazardous materials)

- Supervise all students under staff care until the all-clear is given.

4. Notification and Coordination

- Contact appropriate agencies:

o Law enforcement for criminal or violent activity

o District office safety coordinator or student services

o Child Protective Services (CPS) if child abuse is suspected

- Secure and preserve evidence (e.g., written threats, surveillance footage, contraband) without handling more than necessary.
- Complete an incident report within 24 hours of the event.

5. Investigation and Disciplinary Response

- The site administrator will initiate an investigation per district policy.
- Disciplinary action will be taken in accordance with:

o California Education Code §48900–48915

o District disciplinary guidelines

o Due process rights of students

- Law enforcement will handle any criminal charges or citations independently of school discipline.

6. Communication to Families and Community

- Parents/guardians of involved students will be notified as soon as appropriate.
- Broader communication to the school community will be coordinated by the district's Public Information Officer (PIO) to ensure accurate, lawful, and trauma-sensitive messaging.

7. Support Services

- Provide access to:

o School counselors or psychologists

o Crisis response or mental health teams

o Restorative justice or conflict resolution programs (as applicable)

- Offer debriefing and support for affected students, staff, and families.

8. Documentation and Review

- Maintain confidential records of:
 - o The incident
 - o Actions taken
 - o Law enforcement involvement
 - o Parent/guardian notifications
 - Each incident will be reviewed by the school safety committee to assess response effectiveness and update procedures if needed.

9. Prevention and Training

- Staff shall receive annual training in:
 - o De-escalation techniques
 - o Threat recognition and reporting
 - o Safe response to violent behavior
 - o Student rights and legal mandates
 - Schools shall implement:
 - o School-wide behavior expectations (e.g., PBIS)
 - o Anonymous reporting systems
 - o Early intervention protocols for students exhibiting concerning behavior

Instructional Continuity Plan

Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on June 4, 2025 and adopted by Jackson Elementary School on June 10, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Jackson Elementary School will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls

Email
School Portal
Social Media
Flyers

These communication strategies not only support emergency response efforts, but also strengthen ongoing collaboration between home and school. By prioritizing two-way communication, the Rescue Union School District ensures that families are informed, supported, and engaged—helping to foster student stability, emotional well-being, and continuity of learning throughout any disruption.

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

Jackson Elementary School recognizes that unforeseen events—such as power outages, natural disasters, or damage to school or district infrastructure—can significantly impact our ability to maintain consistent two-way communication with students and families. As part of our Learning Continuity Plan, we have developed contingency strategies to ensure that communication remains as accessible and responsive as possible during these challenging times.

When digital communication methods such as email, SMS, and the district website may be temporarily unavailable due to technical disruptions, our staff will activate alternative approaches and prioritize methods that do not rely on internet access or electricity. These include:

Utilizing Mobile Networks for SMS and Phone Calls: In areas where mobile service remains intact, the district will continue to use text messages and phone calls as the primary means of communication with families.

Posting Information at Central Locations: Physical flyers and notices may be posted at key community locations such as school entrances, district offices, and local gathering places when safe to do so.

Radio or Local News Alerts: If applicable and feasible, important messages may be relayed through local radio stations or community news outlets to reach a broader audience.

Coordination with Emergency Services: The district may also work with local emergency management agencies to disseminate critical information and updates to families through established public communication channels.

Home Visits in Extreme Cases: In the event of prolonged outages and when other methods are inaccessible, site administrators or designated staff may conduct wellness checks or deliver printed information directly to homes, conditions permitting and with safety as the top priority.

Through these contingency measures, Rescue Union School District strives to maintain clear and compassionate communication—even under the most difficult circumstances. These efforts reflect our unwavering commitment to student safety, continuity of instruction, and maintaining strong family-school partnerships, no matter the situation.

Support for Special Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

Jackson Elementary School is deeply committed to nurturing the whole child by providing comprehensive support systems that address not only academic success, but also the social-emotional and mental health needs of every student. We understand that in order for students to thrive in their learning environments—whether in person or during periods of instructional disruption—they must feel safe, supported, and connected.

To ensure our students receive the care and guidance they need, we have a well-established network of professionals across all

school sites, including:

School Counselors who deliver classroom lessons, individual support, and small group counseling to promote emotional regulation, social skills, conflict resolution, and healthy decision-making.

School Behaviorists who provide targeted behavioral interventions and collaborate with staff to implement positive behavior supports and response strategies.

School Psychologists who assess and support students' learning needs, provide mental health counseling, and contribute to individualized education plans and crisis intervention efforts.

School Nurses who offer health screenings, manage chronic conditions, respond to student health concerns, and serve as critical links in coordinating care and referrals to outside providers.

Special Education Teams including teachers, instructional aides, speech and language pathologists, occupational therapists, and other specialists who work collaboratively to provide individualized services and ensure access to curriculum for students with disabilities.

In addition to individual supports, the district utilizes evidence-based programs and initiatives to create safe and inclusive school climates. These include social-emotional learning (SEL) curricula, character education, and wellness initiatives designed to build resilience, empathy, and a positive sense of self in all students.

During times of crisis or remote learning, our staff remains in close contact with families and students to ensure continuity of services. Tele-counseling, virtual IEP meetings, home check-ins, and digital learning support are all strategies used to maintain strong, student-centered connections, regardless of setting.

Through these efforts, Rescue Union School District ensures that every child—no matter their circumstances—has access to a caring, capable team of professionals dedicated to their well-being and success.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction.

As required, Jackson Elementary School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements.

As required, Jackson Elementary School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Remote Instruction

Plans for remote instruction.

As required, Jackson Elementary School remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

Plans for remote learning will include:

- * Daily interaction with teachers for all students,
- * Synchronous and asynchronous learning activities,
- * Standards-aligned instruction delivered through digital platforms, and
- * Regular progress monitoring and feedback to students and families.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

To ensure students can fully engage in learning, Rescue Union School District will provide both digital and non-digital instructional materials based on student needs. These materials may be distributed through:

- * On-site pickup or drive-through distribution events,
- * Delivery to homes when transportation is a barrier,
- * Downloadable resources through the district or school websites, and
- * Printed packets for families without reliable internet access.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Students will access lessons and submit assignments using familiar digital platforms:

- * Google Classroom will serve as the primary platform for all grade levels to access instructional content, submit assignments, and communicate with teachers.
- * Jupiter Ed will also be utilized at the middle school level for assignment tracking, communication, and grading.
- * Teachers and staff will provide training and ongoing support to students and families on how to navigate these platforms.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Jackson Elementary School provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

In the event that a school closure extends beyond the district's capacity to resume instruction, students may be temporarily reassigned to neighboring local education agencies (LEAs). This will be done in collaboration with the El Dorado County Office of Education and surrounding districts. Procedures for temporary reassignment will include:

- * Parent and guardian notification and consent,
- * Coordination of transportation and services,
- * Continuity of academic records and supports (including IEPs and 504 Plans), and
- * Transition back to the home school once conditions allow.

These plans reflect our district's strong commitment to maintaining educational continuity, minimizing learning loss, and supporting students and families during times of uncertainty.

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Timely and transparent communication is essential during any instructional transition. To keep students, families, staff, and faculty informed:

Communication Methods: The district will use a combination of SMS (text messages), phone calls, email, Google Classroom announcements, district and school websites, social media platforms, and printed flyers when needed.

Timelines and Frequency: Major updates will be communicated within 24–48 hours of any change in instructional delivery. Ongoing updates, resources, and instructions will be provided at least weekly, with immediate alerts issued for urgent matters.

Audience-Specific Outreach: Separate communication streams will be maintained for families, students, staff, and faculty to ensure that all stakeholders receive relevant and targeted information.

Tehnological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

To support a rapid pivot from in-person to remote learning, the district has invested in tools, training, and infrastructure that prepare both students and educators for success in a digital environment.

Device Access: All students in grades 1–8 are assigned Chromebooks, while students in Transitional Kindergarten and Kindergarten have access to iPads. Devices are distributed at the start of the year and as needed during emergencies.

Internet Connectivity: The district provides support for families who lack internet access, including Wi-Fi hotspots or coordination with internet service providers for low-cost options.

Online Platforms: Students and teachers utilize Google Classroom for accessing assignments, instructional content, and class communication. Jupiter Ed is also used in middle schools for assignment tracking and communication.

Educator Readiness: Teachers receive regular professional development on digital tools, remote instructional strategies, and the implementation of Independent Study in alignment with California Education Code sections 51747 and 51749.5.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

During a shift to remote instruction, the district ensures continuity of learning by prioritizing essential academic standards and maintaining rigorous expectations.

Essential Learning Prioritization: Grade-level and subject-area teams identify standards-aligned learning objectives that are most critical for student success and progression.

Monitoring Progress: Teachers use formative and summative assessments, assignment completion rates, and direct student feedback to monitor progress and adjust instruction accordingly.

Support Services: To support ongoing learning, the district offers:

- * Virtual office hours and drop-in help sessions,
- * Scheduled check-ins for students needing additional guidance,

- * Small group or one-on-one tutoring, and
- * Continued access to intervention programs and academic specialists.

Through these coordinated efforts, Rescue Union School District ensures that all students remain connected, supported, and engaged in their learning, regardless of the instructional format. Our instructional continuity planning reflects the district's deep commitment to equity, academic excellence, and the well-being of our students.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

In the event of an emergency or disaster that prevents in-person instruction, Jackson Elementary School is committed to ensuring that all students, including students with disabilities, continue to have equal access to instructional resources and support. All students will transition to a robust distance learning model using district-provided Chromebooks for all students in grades 1–5 and iPads for all students in Transitional Kindergarten and Kindergarten. Online platforms such as Google Classroom, Benchmark Advance, Go Math, Twig Science, IXL, Reflex Math, and Accelerated Reader will be utilized to deliver standards-based instruction, maintain academic continuity, and differentiate support based on students' needs.

Students with disabilities will continue to receive services outlined in their Individualized Education Programs (IEPs) through virtual platforms. Special education teachers, aides, related service providers, and general education teachers will collaborate regularly via online meetings to ensure that accommodations, modifications, and direct services are maintained. IEP meetings will be held virtually to ensure ongoing compliance with IDEA requirements, and services such as speech therapy, counseling, and occupational therapy will be provided remotely when feasible.

English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

English learners (ELs) will continue to receive designated and integrated English Language Development (ELD) instruction through online small groups and individual sessions with credentialed teachers. Instruction will remain aligned to the California English Learner Roadmap Policy, ensuring students have full access to grade-level academic content, scaffolded supports to develop English proficiency, and culturally and linguistically sustaining practices. Regular monitoring of language acquisition progress will occur through formative assessments and ELPAC testing, with ongoing communication with families in their preferred languages. Through these comprehensive strategies, Jackson Elementary School will ensure that all students continue to learn, grow, and stay connected during emergency or disaster closures, with special attention to our most vulnerable populations.

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

The district will offer ongoing professional development focused on essential areas such as:

- * Effective Remote Instructional Strategies: Training sessions on how to engage students in a virtual environment, including best practices for synchronous and asynchronous learning.
- * Technology Tools and Platforms: Workshops and tutorials on the effective use of Google Classroom, Jupiter Ed (for middle schools), Zoom, and other digital tools used for instruction, communication, and assessment.
- * Independent Study Requirements: Guidance on meeting California Education Code sections 51747 and 51749.5, including how to implement attendance documentation, daily engagement, and student participation requirements.
- * Assessment in a Remote Environment: Strategies for administering formative and summative assessments virtually, monitoring student progress, and providing feedback to support learning.
- * Social-Emotional Learning (SEL) and Student Engagement: Training on integrating SEL practices into remote instruction to maintain student connection, well-being, and motivation.

Professional development will be offered in multiple formats—including live virtual workshops, on-demand recorded sessions, and hands-on coaching—to meet the varied needs of our educators.

Resources for Staff

To support ongoing learning and immediate application of skills, the district will provide:

- * A digital resource library with tutorials, templates, and instructional guides,
- * Access to help desks and tech support teams during instructional hours,
- * Sample lesson plans and digital curriculum resources aligned to state standards, and
- * Collaboration opportunities through professional learning communities (PLCs) to share best practices and innovative solutions.

Through these comprehensive professional learning systems and supports, Rescue Union School District ensures that teachers and staff are well-equipped to maintain instructional excellence and student engagement, even during the challenges presented by an emergency or shift to remote learning.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

In the event of an emergency or natural disaster, Rescue Union School District is committed to maintaining the physical and mental health support systems that are essential to student and family well-being. The district has developed comprehensive plans to ensure ongoing access to critical health services, educational supports, and basic needs assistance—both during in-person instruction and adapted for remote or hybrid learning environments.

Access to Physical and Mental Health Professionals

The district will continue to provide access to a full range of health professionals, including:

- * School Nurses who support the physical health needs of students, provide medication management, health screenings, and respond to medical emergencies.
- * School Counselors, Behaviorists, and Psychologists who offer mental health counseling, crisis intervention, social-emotional support, and behavioral consultation.
- * Multilingual Staff and Services: To ensure equitable access, the district will make available staff and interpreters who can provide mental health and health services in languages other than English, supporting the needs of our diverse student population.

Virtual telehealth services, phone consultations, and translated communications will be available when face-to-face services are not possible.

Plans to provide access back-up, water and medicines in the event of an emergency.

In preparation for emergencies, each school site maintains backup water supplies, non-perishable food, and essential medicines (in accordance with student health plans). Emergency supply inventories are regularly updated and reviewed, and school nurses coordinate medication needs to ensure continuity of care during extended disruptions.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Jackson Elementary School's plan ensures that other critical student support services continue, even during transitions to remote or hybrid learning:

- * Special Education Services: Students with Individualized Education Programs (IEPs) and Section 504 Plans will continue to receive services, supports, and accommodations through virtual meetings, teletherapy sessions, home visits (if necessary and safe), and

online specialized instruction.

- * **Counseling and Wellness Services:** Regular check-ins, virtual counseling sessions, small group social-emotional lessons, and crisis response services will be maintained.
- * **Expanded Learning (After-School Programs):** If in-person after-school programs are disrupted, the district will offer virtual after-school engagement opportunities, including academic tutoring, enrichment activities, and social clubs.
- * **Nutrition Services:** Kitchens and food services will remain operational to the extent possible, with adaptations including grab-and-go meal distribution, meal delivery options, or other approved community meal programs for students during periods of remote learning or extended school closures.

Through these coordinated efforts, Jackson Elementary School ensures that every student continues to have access to the essential services they need to thrive—academically, physically, and emotionally—no matter the circumstances.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents in the development and implementation of this ICP.

Jackson Elementary School strongly believes that the success of the Instructional Continuity Plan relies on collaboration with all members of our school community. The development and implementation of this plan reflect the input and shared expertise of administrators, faculty, information technology staff, students, and parents, ensuring a plan that is both comprehensive and responsive to the needs of all stakeholders.

To gather meaningful feedback during the development of this plan, the district utilized several established engagement tools:

- * **Culture and Climate Survey:** Students across the district participated in the annual Culture and Climate Survey, providing valuable feedback on their experiences related to school safety, belonging, engagement, and emotional well-being. Their input helped shape priorities for maintaining connection and support during times of disruption.
- * **LCAP Survey:** Families were invited to share their perspectives through the district's Local Control and Accountability Plan (LCAP) Survey. Responses highlighted family priorities around communication, academic support, access to technology, and social-emotional learning, all of which are reflected in the plan's strategies.
- * **Department Services and Employee Services Surveys:** Faculty and staff provided critical feedback through the Department Services and Employee Services Surveys, sharing insights into the operational needs, professional development priorities, and resources necessary to maintain instructional quality and student support during emergencies.

In addition to these surveys, School Site Councils—which include administrators, teachers, parents, and community members—were given opportunities to review, discuss, and provide input on the draft Instructional Continuity Plan. This collaborative process ensures that the voices of our school communities are not only heard but integrated into the decision-making and action steps outlined in the plan.

By incorporating this broad base of feedback, Rescue Union School District's Instructional Continuity Plan is firmly rooted in the shared commitment to providing safe, supportive, and effective learning environments for every student, even in the face of unexpected challenges.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

Jackson Elementary School is committed to ensuring that any return to in-person learning following a disruption due to an emergency or disaster is safe, organized, and supportive for students, staff, and families. Our decision-making will be guided by a focus on health, safety, and the well-being of our entire school community.

The following conditions must be met before reopening school sites for in-person instruction:

- * **Facility Safety Inspections:** School facilities must undergo thorough inspections to ensure that buildings, grounds, and essential systems (e.g., electrical, HVAC, water) are safe, operational, and compliant with local, state, and federal safety standards.
- * **Clearance by Local Authorities:** The district will coordinate closely with local health departments, fire marshals, and emergency management agencies to receive clearance that it is safe to reopen.
- * **Availability of Essential Utilities and Supplies:** Schools must have stable access to clean water, electricity, internet connectivity,

and emergency supplies, including food and medical resources, to meet student and staff needs.

- * Restoration of Transportation Services: Student transportation must be available and safe to resume normal or adjusted operations to ensure access for all students.
- * Staff Readiness and Safety Measures: Adequate staffing must be in place, including access to health and support personnel. Any required health and safety measures, such as personal protective equipment (PPE), cleaning protocols, or health screenings, must also be ready for implementation if conditions warrant.
- * Communication to Families and Staff: Families, students, and employees will receive clear and timely communication outlining reopening plans, updated safety protocols, expectations for attendance, and supports available during the transition.
- * Mental Health and Academic Reentry Supports: Plans will be in place to support the emotional and academic transition back to campus, including counseling services, trauma-informed practices, and academic assessments to determine individual student needs.

In the event that full reopening is not immediately possible, the district may implement a phased reopening plan or temporary hybrid model to prioritize the return of certain groups of students first, such as those with specialized needs, early learners, or students requiring intensive support.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Jackson Elementary School's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Jackson Elementary School's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

- * School Site Councils and Advisory Committees,
- * Survey data from students (Culture and Climate Survey), families (LCAP Survey), and staff (Department and Employee Services Surveys), and
- * Input from school administrators and district leadership teams.

Procedures for Immigration Enforcement Notification

Confirmation Protocol

Detail the specific process and designated staff member (e.g., principal, superintendent) responsible for confirming the presence of immigration enforcement on the schoolsite, which triggers the notification requirement.

Site Administrative staff will confirm the presence of immigration enforcement on the school site to the Superintendent and/or Assistant Superintendent. This notification will trigger the notification requirement.

Required Notification Recipients

The procedures must ensure notification is issued to the following groups:

- Parents and guardians of pupils
- Teachers
- Administrators
- School personnel

Once notification regarding immigration enforcement on a school site is prepared, all stakeholders shall be notified, including parents and guardians, all school site staff (certificated and classified), and administrators.

Notification Timing

Specify the timeline for issuing notification following confirmation, ensuring it aligns with safety goals and minimizes panic.

The site administrator will complete an Immigration Notification Incident Report noting date, time, officer names, documents presented, and actions taken and will submit to the District Office within 24 hours. The notification will be issued to all stakeholders as soon as possible of any immigration enforcement request or contact involving their student, unless prohibited by law.

Safety and Well-being Standard

The content and timing of the notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite.

The safety of students will take precedence over communication. Once safety and an orderly environment have been secured, detailed communication will be sent to all stakeholders that has been approved by the Superintendent or designee.

Privacy Constraint

The notification shall not include any personally identifiable information.

The District shall not release student records or personal information without legal verification and approval by the District Superintendent or Assistant Superintendent, per FERPA and Ed Code §49076.

Notification Methods

Specify the secure methods used for two-way communication to reach the required recipients, such as mass communication systems, email, or school portals, and detail how these methods are maintained.

Communication may be done through Catapult emails, text messages, or phone calls. Additionally, Google Classroom and/or Jupiter Ed may be used at the middle school level.

Resource Provision (Optional but Encouraged)

The notification may include a hyperlink to additional resources for families regarding:

- Educational rights
- State laws that protect parents' and students' privacy and confidentiality
- Counseling or support services (including services that support families impacted by immigration enforcement and model policies adopted by the LEA).

Communication will be limited to information regarding the ICE visit.

Annual Evaluation

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

Public Availability

An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

The School Site Safety plan is available by request only.

State Guidance

Compliance with this plan should align with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website

Safety Plan Review, Evaluation and Amendment Procedures

The Jackson Elementary School comprehensive safety plan will be reviewed, evaluated and amended (if necessary) in January each year.

Pursuant to Education Code Section 35294.6(a), the Rescue Union School District adopts this comprehensive school safety plan at a regular meeting of the Board of Trustees. An opportunity for public comment will be provided during this meeting, prior to the plan's adoption.

Safety Plan Appendices

Emergency Contact Numbers

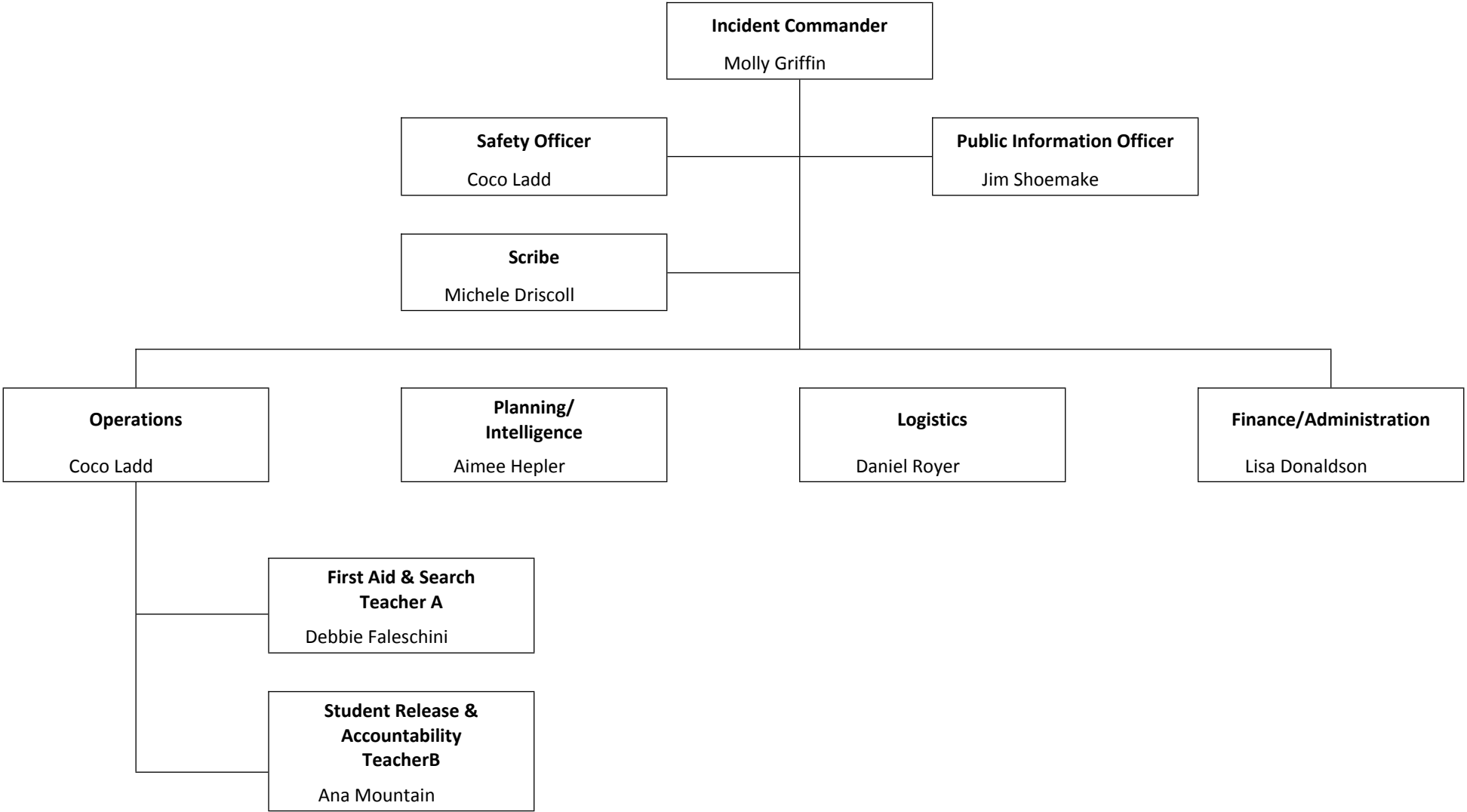
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Rescue Fire Department	530-626-4911	
Law Enforcement/Fire/Paramedic	El Dorado Hills Fire Department	916-933-6623	
Law Enforcement/Fire/Paramedic	Sheriff's Office	530-621-6600	
School District	RUSD District Office	530-677-4461	
School District	RUSD Transportation	530-672-4310	
School District	RUSD Food Service	530-672-4466	
School District	RUSD Facilities/Maintenance	530-672-4300	
School District	RUSD Technology	530-672-4841	
School District	RUSD Special Services	530-672-4830	
Local Hospitals	Marshall Medical Center	530-622-1441	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Safety Team Review	12/12/25	
Staff Meeting Review	12/16/25	
School Site Council Review	9/30/25	

Jackson Elementary School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

The first response to an emergency is to determine the type of emergency that has occurred. Procedures for several different types of emergencies are listed in the following section.

Step Two: Identify the Level of Emergency

The second step in responding to an emergency is to determine the level of emergency. To assist schools in classifying emergency situations there is a three tiered rating below:

- Level 1 Emergency: A minor emergency that is handled by school personnel without the assistance from outside agencies, e.g., a temporary power outage, a minor injury during PE.
- Level 2 Emergency: A moderate emergency that requires assistance from outside agencies, such as a fire or an injury which requires an ambulance.
- Level 3 Emergency: A major emergency event that requires assistance from outside agencies such as a major earthquake, a civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

Step Three: Determine the Immediate Response Action

Once the type and extent of an emergency have been identified, school personnel can determine if an immediate response action is required. The most common immediate response actions initiated during school emergencies are:

- Duck and Cover: Students and staff protect themselves by crouching under a table, desk, or chair until the danger passes.
- Shelter in Place: Students and staff are kept indoors in order to isolate them from the outdoor environment.
- Lock Down: Students and staff are kept in a designated locked area with blinds closed and lights off and sitting quietly until danger has passed, such as an intruder being on campus.
- Evacuate Building: Students and staff are escorted outside to an assembly area if it has been determined that it is too dangerous to remain indoors. Assist individuals who are unable to evacuate on their own to the best of your ability.
- Evacuate Campus: Students and staff are escorted to an off-site assembly area if it has been determined that it is too dangerous to remain on campus. Assist individuals who are unable to evacuate on their own to the best of your ability.
- All Clear: Notification is given that normal school operations should resume.

Step Four: Communicate the Appropriate Response Action

Once the type of immediate response action is determined, the incident commander must immediately inform the site's staff which response action to take. The most important method of communication depends on the response action selected. When announcing what response to take, avoid codes, jargon, or any other potentially confusing vocabulary. Be calm, direct, and clear in your announcements.

- Duck and Cover: Immediately use the site's school-wide communication system to instruct students and staff to protect themselves by moving into a "duck and cover" position by crouching under a table, desk, or chair until the danger passes.

Time is the most urgent matter with this response action as the emergency may take place before the announcement can be made. However, do not assume that all members of the site are already in a "duck and cover" position. Make the announcement even if the immediate crisis has passed.

- **Shelter in Place:** Immediately use the site's school-wide communication system to instruct students and staff that they are to stay indoors until further notice, even if the heating and air conditioning system is disabled.
- **Lock Down:** Immediately use the site's school-wide communication system to instruct staff to lock all exterior doors, to close any open windows along with blinds, and to keep students as far away as possible from any windows until further notice.
- **Evacuate Building:** Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the sites outside assembly area. Assist individuals who are unable to evacuate on their own to the best of your ability.
- **Evacuate Campus:** Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the sites outside assembly area. From there, notify staff and students using a bullhorn that it has been determined that it is too dangerous to remain on campus. Provide instructions on how staff and students will be relocated. Assist individuals who are unable to evacuate on their own to the best of your ability.

Types of Emergencies & Specific Procedures

Aircraft Crash

If an aircraft crashes ON CAMPUS:

- * Sound the fire alarm (if there is no explosion or ongoing danger that would make evacuation hazardous).
- * Call 911 immediately, reporting:
 - * The location and nature of the crash
 - * Any observed injuries or fire
 - * The presence of fuel leaks, smoke, or hazardous materials
- * Evacuate the area quickly and calmly using established evacuation routes, avoiding the crash site.
- * Teachers take emergency backpacks and student rosters.
- * Admin or designee initiates the Incident Command System (ICS) and assumes the role of Incident Commander until relieved by emergency personnel.
- * School staff secures perimeter and prevents re-entry to the crash site.
- * First aid is administered to the injured until professional help arrives.

If an aircraft crashes NEAR CAMPUS:

- * Assess proximity to school and determine risk of fire, explosion, or hazardous materials.
- * Move students and staff indoors if the crash is near but poses no immediate threat.
- * Close windows and doors. Shut down HVAC system if there is smoke or chemical odor.
- * Prepare for potential evacuation if instructed by emergency services.
- * Maintain communication with district officials and local emergency responders.

2. Shelter-in-Place (if needed)

If there is a danger from airborne toxins or fire:

- * Announce: "Shelter-in-Place. This is not a drill. Please proceed indoors and seal all windows and doors."

Turn off air-handling systems.

- * Keep students calm and inside until all-clear is given.

Animal Disturbance

1. Identification of Threat

- * Any staff member or student who observes an animal that poses a threat should immediately notify the main office.
- * Do not approach or attempt to capture the animal.
- * Take note of the animal's type, location, behavior, and direction of movement.

2. Immediate Actions by School Staff

If the animal is ON CAMPUS and poses a danger:

- * Announce a "Shelter-in-Place" over the intercom:
"Shelter-in-Place. There is an animal on campus. Please remain indoors and secure all doors and windows. This is not a drill."
- * Close and lock all doors and windows; bring students inside from playgrounds, fields, and lunch areas.
- * Keep students away from windows and glass doors.
- * Alert district office and animal control (or local law enforcement if necessary).
- * Designate a staff member to monitor the animal from a safe distance and report its movement.

If the animal is OFF CAMPUS but nearby:

- * Limit outdoor activity until the situation is resolved.
- * Maintain supervision and prevent students from approaching or interacting with the animal.
- * Keep communication open with local authorities regarding the animal's location and behavior.

3. Communication

- * Use internal radios or the intercom system to coordinate staff communication.
- * Notify parents/guardians if the incident significantly disrupts the school day or poses risk.

- * Use discretion when notifying students to avoid unnecessary panic.

4. Resolution

- * Wait for animal control officers to capture or remove the animal.
- * Do not resume outdoor activities until the all-clear is given by administration.
- * If injuries occur, follow first aid and emergency medical response protocols.

Armed Assault on Campus

1. Identification of Threat

- * Any student or staff member who sees or suspects an armed individual must immediately notify the office or call 911 if safe to do so.
- * Provide as much information as possible:
 - * Description of the individual(s) and weapon(s)
 - * Location and direction of movement
 - * Any injuries observed

2. Immediate Actions

If an Armed Individual is ON Campus:

- * Initiate Lockdown immediately using intercom or PA system:
 - “ Lockdown. Lockdown. This is not a drill. Armed intruder on campus. Follow lockdown procedures immediately.”
- * Call 911 and provide location, description, and actions of the suspect.
- * Activate the Incident Command System (ICS) and assign emergency roles (if safe to do so).
- * All classrooms and offices should immediately:
 - * Lock doors and turn off lights
 - * Instruct students to move away from doors/windows and remain quiet
 - * Silence cell phones
 - * Barricade doors if possible and safe
 - * Remain in place until law enforcement arrives and gives the all-clear

If an Armed Individual is NEAR Campus:

- * Initiate Secure Campus procedure (formerly known as "lockout"):
 - “Secure Campus. This is not a drill. There is police activity near campus. Please remain inside. Lock all doors and windows.”
- * Continue instructional activities indoors
- * Do not allow anyone to leave or enter the campus until cleared by law enforcement

3. Staff Responsibilities

- * Teachers are responsible for securing their rooms and maintaining student accountability.
- * Office staff not in immediate danger will assist with:
 1. Emergency communications
 2. Contacting law enforcement and district officials
 3. Locking exterior gates and entrances if safe
- * Custodial and support staff will assist only if safe; otherwise, they must also secure themselves in the nearest safe location.

4. Communication

- * Use emergency notification systems (e.g., Catapult) to inform parents:
 - * Only when it is safe and information is verified
 - * Emphasize not to come to campus during the incident
 - * Coordinate directly with law enforcement on all public information releases.

Biological or Chemical Release

1. Types of Threats Covered

- * Chemical spill or gas leak (e.g., chlorine, ammonia)
- * Pesticide or hazardous material exposure
- * Suspicious powder or substance (potential bioterrorism agent)

- * Airborne contaminant from industrial accident or nearby traffic accident

2. Initial Response and Identification

- * Any person identifying a suspicious substance, strong odor, or unusual symptoms (e.g., coughing, burning eyes) must immediately:
- * Notify the main office or administrator
- * Call 911 if a release is suspected or confirmed

DO NOT touch or attempt to clean up the substance.

Note the location, appearance, and odor of the substance (if known) and relay to emergency responders.

3. Immediate Actions by Administration

If the release is OUTSIDE the school:

Initiate Shelter-in-Place:

“Shelter-in-Place. There is a chemical hazard in the area. Please proceed indoors and seal windows and doors. This is not a drill.”

- * Close all windows, doors, and air vents.
- * Shut down HVAC systems to prevent outside air from entering.
- * Move students to interior rooms if possible.
- * Keep staff and students calm and await further instructions from emergency officials.

If the release is INSIDE the school:

Initiate Evacuation if it is safe and the location of the release is contained:

- * Evacuate away from the affected area using pre-determined safe routes.
- * Do not evacuate into a contaminated area.
- * If evacuation is unsafe, shelter-in-place in rooms farthest from the affected area and seal rooms.
- * Call 911 and report the situation immediately.
- * Contact district office and environmental health services as needed.

4. Staff Responsibilities

Teachers:

- * Take roll and maintain supervision
- * Keep students calm and informed
- * Seal windows and doors with available materials (plastic sheets, towels)

Office staff:

- * Relay updates to staff
- * Monitor communication with 911 and public safety

Custodial staff:

- * Assist with HVAC shutoff and facility control, if safe

5. Communication

- * Notify parents/guardians using the school’s emergency communication system (e.g., Catapult) when it is safe to do so.
- * Emphasize the need to not come to the school until instructed.

Follow public health guidance and coordinate messaging with local authorities (e.g., county emergency management, fire, hazmat teams).

6. Medical and Decontamination

If exposure is suspected:

- * Move affected individuals to a designated decontamination area or as directed by authorities.

- * Administer basic first aid if necessary, avoiding contact with contaminants.
- * Await arrival of hazardous materials response team for professional evaluation and treatment.

Bomb Threat/ Threat Of violence

1. Identification of Threat

If a bomb threat is received by phone:

- * Remain calm and keep the caller on the line as long as possible.
- * Use the Bomb Threat Checklist to gather information (e.g., caller's voice, background noise, exact words, time of call).
- * Signal another staff member to call 911 while the call is still in progress, if possible.

If the threat is written, emailed, or discovered:

- * Do not touch or disturb the message.
- * Call 911 immediately.
- * Notify the principal or site administrator.
- * Preserve evidence by saving or photographing the message if digital.

2. Immediate Administrative Actions

- * Call 911 and report the threat.
- * Activate the Incident Command System (ICS).
- * Do not use radios or cell phones near a suspected device to avoid triggering it.
- * Consult with law enforcement before deciding to evacuate or shelter in place.

3. Evacuation or Shelter-in-Place Decision

Follow the direction of law enforcement or fire officials.

If evacuation is ordered:

- * Use primary evacuation routes unless a specific threat location is known—then use alternate routes.
- * Teachers bring emergency backpacks and student rosters.
- * Avoid any suspicious packages or items.
- * Leave doors and windows open to reduce blast damage.
- * Move to predesignated evacuation site at a safe distance from buildings.

If shelter-in-place is ordered:

- * Secure all classrooms.
- * Keep students quiet and away from windows and exterior walls.
- * Prepare for a possible evacuation or extended stay.

4. Staff Responsibilities

Teachers:

- * Maintain student supervision and accountability.
- * Take roll at evacuation site or during shelter-in-place.
- * Report any suspicious objects to administration without touching them.

Office and Admin:

- * Coordinate with law enforcement and district safety officials.
- * Handle parent communications.
- * Document the timeline and nature of the threat.

5. Communication

- * Use district-approved emergency communication tools (e.g., Catapult) to inform families:

- * Only when cleared by law enforcement.
- * Provide accurate updates and instructions for reunification if necessary.
- * Do not release unverified information or speculate on the threat's validity.

Bus Disaster

1. Immediate Actions by Bus Driver (If Incident Occurs While En Route)

In Case of Collision or Serious Emergency:

- * Stop the bus in a safe location, if possible.
- * Turn off the engine to reduce fire risk.
- * Assess the situation for injuries, fire, or other dangers.
- * Call 911 to report the emergency and request medical or police assistance.
- * Contact school transportation dispatch and report:
 - Location (nearest intersection, highway mile marker, etc.)
 - Number of students
 - Type of emergency or injuries
- * Keep students calm and seated unless it is unsafe (e.g., smoke, fire, risk of explosion).
- * Evacuate the bus if there is imminent danger using front/rear/side exits as appropriate.
- * Administer first aid if trained and necessary.

2. Immediate Actions by School Administration

Upon Notification of Bus Disaster:

- * Activate the Incident Command System (ICS).
- * Designate a School Incident Commander and assign staff roles (communications, reunification, etc.).

Notify:

- * Emergency responders (if not already contacted)
- * District office/transportation director
- * Parents/guardians via emergency communication systems
- * Dispatch school personnel to the scene, if safe and appropriate, to support responders and students.

3. Staff Responsibilities at the School Site

- * Prepare for student reception if students are returning to campus after the incident.
- * Set up a Reunification Area for parents if needed.
- * Deploy counselors and support staff to assist affected students and staff.
- * Document all actions taken and maintain a log for official reports.

4. Medical & Safety Response

- * Ensure all injured students and staff receive appropriate medical treatment.
- * Record:
 - Names of all passengers
 - Location and nature of any injuries
 - Treatment provided and hospital transport details
- * Maintain clear communication with emergency personnel on scene.

Disorderly Conduct

1. Definition of Disorderly Conduct

Disorderly conduct may include:

- * Verbal threats or aggression
- * Physical fights or altercations
- * Unruly behavior during school events or in common areas
- * Trespassing or refusal to comply with staff instructions
- * Threats to staff or students without a visible weapon

2. Initial Staff Response

- * Stay calm and assess the situation. If there is no immediate threat to safety, use de-escalation techniques.
- * If the situation escalates or involves violence, call the office or dial 911 immediately.
- * Do not attempt to physically intervene unless trained and the situation requires immediate protection of life.
- * Clear the area of bystanders and students if possible.
- * Notify school administration as soon as it is safe to do so.

3. Administrative Actions

- * Administrator or designee responds to the scene with support staff.
- * If behavior is dangerous or threatening:
 - Call 911 if not already done
 - Activate Lockdown if the threat escalates to physical violence or potential weapon use
 - Ensure student and staff safety is maintained above all.

4. Lockdown or Shelter-in-Place (if necessary)

- * If the individual poses an immediate threat and cannot be isolated:
- * Initiate Lockdown for entire school or affected area
- * Keep students behind locked doors and away from windows.
- * Wait for law enforcement to secure the scene and give the all-clear.

5. Communication

- * Notify district office and appropriate school safety personnel.
- * Use emergency communication system (Catapult.) if incident impacts student safety or causes significant disruption.
- * Share accurate and timely updates with staff and parents once verified by administration.

6. Incident Follow-Up

- * Debrief with staff and witnesses involved.
- * Offer mental health and counseling support for affected students and staff.
- * Conduct a threat assessment if the individual is a student.
- * Determine appropriate disciplinary action in accordance with district policies and Ed Code.

7. Documentation and Reporting

Complete incident report detailing:

- * Nature of the behavior
- * Staff response
- * Law enforcement involvement
- * Student/staff impact

Submit documentation to the district office and retain for legal and safety reviews.

8. Prevention and Training

Provide annual training to staff on:

- * De-escalation techniques
- * Identifying early signs of aggressive behavior
- * Emergency response protocols
- * Encourage positive behavior interventions and supports (PBIS) and restorative practices to reduce incidents.
- * Maintain a Visitor Check-In/Check-Out system and staff visibility in high-traffic areas.

Earthquake

Earthquake Procedures:

1. Intense shaking occurs.
2. Teacher gives command "DROP".
3. Staff and student follow Drop, Cover and Hold on procedures.
4. Wait for shaking to stop.

5. Check for injuries and/or trapped individuals. If any individuals are trapped assure them help will be forthcoming.
6. After checking for blocked exits, give command to evacuate.

Drop, Cover and Hold on Procedures:

Drop, Cover and Hold on may be used when there is a danger to students and staff of being injured by debris. Students are trained to go under desks and/or tables cover your head and neck with one arm and hold on to furniture leg with the other arm for protection. Procedures are as follows:

If inside a building or classroom:

- * Get under desk or piece of furniture as a shield
- * Drop to your hands and knees with your back to the window.
- * Make body as small as possible.
- * Cover your head and neck with one arm and hold on to furniture leg with the other arm.
- * Keep eyes closed.
- * If an earthquake, hold on until the shaking stops.
- * Wait for further instructions.

If outside of school buildings:

- * Get clear of all buildings, power lines, light poles or sources that may be dangerous.
- * Lie flat with chest down and back up with face away from dangerous hazards.
- * Cover head, face as much skin surface as possible.
- * Keep eyes closed.
- * Wait for further instructions.

When safe to do so, follow evacuation procedures

Explosion or Risk Of Explosion

1. In the Event of an Actual Explosion

Immediate Actions

- * Duck and cover: Instruct students and staff to take cover under desks, away from windows and overhead hazards.
- * Once safe, evacuate the building immediately, unless evacuation routes are unsafe.
- * Do not use fire alarms if you suspect an explosive device—it could trigger another detonation.
- * Call 911 and report the explosion, including:
 - Location and extent of the damage
 - Known injuries
 - Suspicious circumstances (e.g., if a device was seen before the explosion)
- * Notify school administration and activate the Incident Command System (ICS).

Evacuation Guidelines

Teachers:

- * Take emergency go-bags and student rosters.
- * Lead students calmly to the pre-designated evacuation area.
- * Avoid touching or walking near any suspicious object.
- * Take attendance and report missing or injured students to incident command.

Admin:

- * Confirm the location is safe before directing evacuation.
- * Coordinate with fire, law enforcement, and EMS upon arrival.
- * Ensure gates are unlocked for emergency vehicle access.

2. In the Event of a Risk or Threat of Explosion

Examples of Possible Threats:

- * Suspicious package or device
- * Gas leak or strong chemical odor

- * Bomb threat or warning call
- * Spark or fire near hazardous materials

Immediate Actions

- * Call 911 and report the suspected threat.
- * Do NOT touch or move suspicious objects.
- * Do NOT use cell phones or two-way radios near the object.
- * Notify district office and initiate ICS.

Evacuation or Shelter Decision

- * Only evacuate if the area outside is confirmed safe.
- * Use routes away from the suspected device or hazard.
- * If the threat is outdoors or uncertain, initiate Shelter-in-Place:
"Shelter-in-Place. This is not a drill. Please remain indoors. Close and lock doors and windows. Do not use cell phones."

3. Communication

- * Use PA system or messengers to communicate instructions clearly.
- * Notify parents using emergency notification systems only after verifying the situation with law enforcement.
- * Designate a Public Information Officer (PIO) to coordinate with media and law enforcement.

4. Medical and Safety Response

- * Provide first aid to the injured until EMS arrives.
- * Move injured individuals only if necessary to prevent further harm.
- * Maintain a log of all affected individuals (injured, missing, treated, transported).

Fire in Surrounding Area

1. Initial Identification and Notification

The principal or designee confirms the incident with:

- * Local fire department or CAL FIRE
- * Law enforcement or Office of Emergency Services (OES)
- * District safety office

Monitor updates via:

- * Emergency alert systems (e.g., NOAA Weather Radio, local news)
- * District communication channels
- * Air quality monitoring services (e.g., AQI from AirNow)

2. Immediate Administrative Actions

If there is NO immediate threat to the campus:

- * Announce Shelter-in-Place (if smoke or ash is present):
"Shelter-in-Place. There is a fire in the surrounding area. Please stay indoors. Close windows and doors. This is not a drill."
- * Shut off HVAC systems to prevent smoke from entering.
- * Cancel all outdoor activities, including recess, PE, and after-school sports.
- * Move all students and staff indoors.
- * Limit classroom transitions and keep students in their current locations if possible.

If the fire is approaching the school or evacuation is advised:

- * Coordinate with local emergency services before initiating evacuation.
- * Use pre-identified evacuation routes that avoid exposure to fire or smoke.
- * Prepare for possible relocation to an off-site reunification center if needed.

3. Staff Responsibilities

Teachers:

- * Close windows and doors.
- * Take roll and monitor student health (especially those with asthma or respiratory issues).
- * Keep students calm and informed.

Office/Admin Staff:

- * Maintain open communication with district and emergency services.
- * Prepare emergency go-kits and evacuation rosters in case relocation is necessary.
- * Monitor phone lines and parent inquiries.

4. Communication

- * Use emergency notification systems (e.g., Catapult) to notify families:
 - Status of fire and school operations
 - Any changes to pickup times or transportation
 - Instructions not to come to campus unless directed
- * Coordinate public messaging with the district's Public Information Officer (PIO) and local authorities.

5. Transportation

Work with district transportation to:

- * Re-route buses if roads are closed or conditions are unsafe.
- * Adjust bell schedules or release times as needed.
- * Ensure bus drivers are updated on air quality and visibility concerns.

6. Student Health Monitoring

- * Notify school nurse and office staff to monitor students for:
 - Respiratory distress
 - Headaches, dizziness, or eye irritation
- * Provide access to asthma inhalers or emergency medication as needed.

Fire on School Grounds

Fire Procedures

If you see smoke, fire or if the fire alarm sounds:

Procedure for During Class Time:

1. Teachers:

- o Grab your keys, device and Emergency Bag/Backpack.
- o Check that all exits are clear. If exits are blocked, find alternate exit route.
- o Staff exit the room with students, check that all students are out of the classroom and leave door closed and unlocked and report to the primary evacuation location unless directed to go to a secondary location. (See Evacuation Map)
- o Activate fire alarm pull station if nearby and the alarm is not yet sounding.

2. Students exit the classroom and WALK in an orderly line.

3. NO TALKING IS PERMITTED.

4. Once in the evacuation area and it is safe to do so, teachers take roll and account for each student via Catapult EMS. Account for all students who were present at time of role. The office accounts for absent students that are marked absent in Catapult.

5. Students in classrooms other than their own are to remain with that class until given permission to rejoin their class by both teachers.

6. Students remain in orderly and silent lines until the all clear signal is given.

7. P.E. Classes: Teacher/supervising adult:

- o Stop activity
- o Organize class into silent and orderly lines
- o Lead class to evacuation area.

NOTE: Elevators are not to be used during fire evacuations. Use an alternate route.

Procedure Used Before School, During Lunch and Recess:

1. Students WALK to the designated evacuation area.
2. Students wait in orderly and silent lines for their teacher/supervising adult to give further instructions.

ALL SCHOOL PERSONNEL, CERTIFICATED AND CLASSIFIED ARE TO PARTICIPATE IN ALL FIRE DRILLS

Parents, guests and community people on the grounds during a drill must participate.

Using a Fire Extinguisher

Rescue Union School District provides fire extinguisher training to faculty and staff upon being hired and annually. (California Code of Regulations: Title 8, §6151. Portable Fire Extinguishers. Section G.)

During the beginning stages of a fire:

1. Pull the fire alarm (This will notify the Fire Department automatically)
2. Identify a safe evacuation path before approaching the fire. Do not allow the fire, heat, or smoke to come between you and your evacuation path.
3. Evacuate students from the room and line up outside of the classroom then, if safe to do so, the teacher/staff member may attempt to put out the fire with a fire extinguisher.
4. Discharge the extinguisher within its effective range using the P.A.S.S. technique:
Pull, Aim, Squeeze, and Sweep.
5. Back away from an extinguished fire in case it flames up again.
6. Evacuate immediately if the extinguisher is empty and the fire is not out.
7. Evacuate immediately if the fire progresses.
8. After you evacuate, call 911, if appropriate.

If evacuation is necessary, follow evacuation procedures.

Most fire extinguishers operate using the following P.A.S.S. technique:

1. PULL... Pull the pin. This will also break the tamper seal.
2. AIM... Aim low, pointing the extinguisher nozzle (or its horn or hose) at the base of the fire.
NOTE: Do not touch the plastic discharge horn on CO2 extinguishers, it gets very cold and may damage skin.
3. SQUEEZE... Squeeze the handle to release the extinguishing agent.
4. SWEEP... Sweep from side to side at the base of the fire until it appears to be out. Watch the area. If the fire re-ignites, repeat steps 2 - 4.

If you have the slightest doubt about your ability to fight a fire....EVACUATE IMMEDIATELY!

Flooding

1. Initial Assessment and Notification

* Monitor flood warnings through:

- National Weather Service (NWS)
- Local Office of Emergency Services (OES)
- Emergency alert systems and district notifications

* Site administrator evaluates:

- Current and projected flood levels
- Access to campus and road conditions
- Impact on utilities and infrastructure

2. Administrative Actions

* Activate the Incident Command System (ICS).

* Notify:

- District office
- Local emergency management and public works
- School transportation department

- * Postpone or cancel outdoor activities if flooding is possible.
- * Consider early release or delayed dismissal if conditions worsen.

3. If Flooding is Occurring or Imminent

Shelter-in-Place (if evacuation is unsafe):

“Shelter-in-Place. Please stay indoors. Do not leave the building until further notice.”

- * Move students and staff to higher floors or elevated areas.
- * Turn off electrical equipment if instructed and safe to do so.
- * Block door gaps and cover vents if water begins to enter.
- * Avoid all contact with flood water due to contamination risks.

Evacuation (only if directed and safe):

- * Use pre-identified alternate evacuation routes that avoid low-lying or flooded areas.
- * Do not allow students to walk through moving water.
- * Teachers bring emergency go-bags and student rosters.
- * Account for all students at the evacuation site.

4. Transportation Adjustments

- * Coordinate with the transportation department to reroute or delay buses.
- * Avoid roads known to flood or currently closed by emergency services.
- * Consider relocating students to an alternate safe location if return home is unsafe.

5. Communication

- * Notify parents/guardians through approved channels (Catapult):
 - Flood status and student safety
 - Adjusted release, transportation, or relocation details
 - Instructions not to drive to campus unless directed
- * Coordinate public messaging with district PIO and emergency authorities.

6. Medical and Safety Considerations

- * Monitor students with asthma or health concerns, as mold or water contamination may impact air quality.
- * Avoid contact with:
 - Electrical outlets or waterlogged electronics
 - Contaminated water
- * Keep emergency medical kits and flashlights accessible.

Loss or Failure Of Utilities

1. Types of Utility Failures Covered

- * Power outage
- * Water supply failure or contamination
- * Natural gas leak
- * Loss of heating, air conditioning (HVAC)
- * Loss of internet or phone service

2. Initial Actions Upon Detection

Power Outage:

- * Notify the principal or designee and the district maintenance department.
- * Turn off electrical devices and equipment to prevent damage when power is restored.
- * If it's safe, open blinds/windows to provide light and ventilation.
- * Use battery-powered flashlights (not candles).
- * Monitor emergency radio or communication devices for updates.
- * District office to provide a generator for office phones and computer use for front office staff

Water Outage or Contamination:

- * Stop use of all water (sinks, fountains, restrooms).
- * Notify staff and restrict water access.
- * Provide bottled water and portable sanitation if possible.
- * Contact district maintenance and local public health authorities.

Gas Leak (Suspected or Confirmed):

- * Do not operate light switches or electronic devices.
- * Evacuate the affected building(s) immediately.
- * Call 911 and district maintenance.
- * Notify utility provider (e.g., PG&E or SoCalGas).
- * Initiate Lockout or Evacuation depending on the threat level.

3. Communication Protocols

- * Use alternative communication methods (e.g., two-way radios, cell phones) if phones or internet are down.
- * Notify:
 - District office
 - Parents/guardians (when safe and appropriate)
 - Local utility providers
- * Provide regular updates through available channels (email, text, intercom, PA system).

4. Shelter-in-Place or Evacuation Decision

- * If the outage poses no immediate danger: Shelter-in-Place and monitor conditions.
- * If the environment becomes unsafe or unsanitary (e.g., extreme heat, no running water, gas odor):
- * Consider evacuation or early release in coordination with the district and emergency services.
- * Initiate notification for early student dismissal (early end of school) if needed.

5. Classroom and Student Supervision

- * Continue supervision and instruction as safely possible.
- * Use alternative, non-digital learning materials if power/internet is down.
- * Keep students indoors or in safe, designated areas unless otherwise directed.
- * Monitor students with medical needs (e.g., medication storage that requires refrigeration, oxygen equipment).

6. Food Services

- * Coordinate with nutrition services staff:
 - Halt meal service if food safety standards cannot be maintained (e.g., no refrigeration, no clean water).
 - Use pre-packaged meals or snacks if available.

7. Early Dismissal (if necessary)

- * Notify families through the emergency system with instructions for early pickup.
- * Follow Student Release/Reunification Plan:
 - Verify ID before releasing students.
 - Keep logs of all released students.

8. After-Action and Recovery

- * Work with the district and utility companies to restore services.
- * Assess impact on school operations, learning loss, and food safety.
- * Provide counseling and support if the outage caused disruption or fear.
- * Review and update emergency protocols as needed.

9. Preparedness Measures

- * Maintain emergency supplies in every classroom, including:
 - Flashlights, batteries, bottled water, non-perishable snacks, blankets
- * Back up critical systems and files if applicable.
- * Post emergency procedures near phones and electrical panels.

- * Conduct regular drills that include utility outage scenarios.

Motor Vehicle Crash

1. Types of Incidents Covered

- * Vehicle crashes into a school building, fence, or campus area
- * School bus or school vehicle collision
- * Vehicle accident near school grounds involving students or staff
- * Pedestrian struck by a vehicle near or on campus

2. Immediate Actions by Witness or Staff Member

- * Call 911 immediately, provide:
 - Location of the crash (address or landmark)
 - Type of vehicles involved
 - Injuries or hazards (e.g., fire, fuel leak)
- * Notify the principal or site administrator.
- * Do not move injured persons unless they are in immediate danger (e.g., from fire).
- * Keep students and staff away from the scene.
- * Provide basic first aid only if trained and it is safe to do so.

3. Administrative Actions

- * Activate the Incident Command System (ICS).
- * Assign staff to:
 - Direct emergency responders to the scene
 - Supervise nearby students
 - Manage communication with district and parents
- * If the incident involves a school bus, coordinate with the transportation department to verify passenger lists and notify families.

4. Student and Staff Safety

- * If students were involved or witnessed the crash:
 - Move them to a secure and supervised area.
 - Account for all students using attendance rosters.
 - Keep them away from emergency responders unless needed for medical evaluation.
- * Provide support to any students who may be in shock or distress.

5. Scene Security and Hazards

- * Prevent anyone from entering the crash zone, especially if:
 - There is leaking fuel
 - Downed power lines are present
 - Airbags have deployed or smoke is visible
- * Do not allow staff or students to photograph or post about the crash on social media.

6. Communication Protocols

- * Notify:
 - District office
 - Transportation department, if a school vehicle is involved
 - Parents/guardians if students are injured or affected
- * Use official messaging platforms (ParentSquare, Blackboard, etc.) to avoid misinformation.
- * Designate a Public Information Officer (PIO) to handle media if needed.

Pandemic

1. Coordination and Planning

- * Follow guidance from:
 - California Department of Public Health (CDPH)

- Local County Public Health Department
- Centers for Disease Control and Prevention (CDC)
- California Department of Education (CDE)

* Activate the School Pandemic Response Plan and the Incident Command System (ICS).

* Designate a School Site Health Liaison to coordinate with district and public health officials.

2. Preventative Measures and Campus Health Protocols

* Implement public health protocols as required:

- Handwashing, respiratory hygiene education
- Regular cleaning and disinfection of high-touch surfaces
- Physical distancing (as feasible)
- Required or optional mask usage depending on health orders
- Isolation of symptomatic individuals

* Post signs throughout campus reminding of hygiene protocols and symptoms of illness.

3. Symptom Screening and Reporting

* Daily symptom checks for students and staff as recommended.

* Staff and students should stay home if sick or exhibiting symptoms.

* Report confirmed cases to local health officials per legal requirements (e.g., Cal/OSHA and FERPA compliance).

* Track absences and illness trends for early outbreak detection.

4. Response to Confirmed Case or Exposure

* Isolate the affected individual in a designated quarantine room and send them home as soon as possible.

* Identify and notify close contacts based on current public health definitions.

* Follow current quarantine/isolation guidelines (may vary based on vaccination status and variant severity).

* Communicate with staff and families while protecting individual privacy.

5. Campus Closure or Modified Operations

If advised by public health authorities:

* Transition to remote learning or hybrid instruction models.

* Maintain:

- Online instruction platforms
- Meal services for students (pickup/delivery)
- Access to mental health services

* Communicate clearly about:

- Duration of closure
- Instructional expectations
- Technology access/support
- Grading policies and attendance procedures

6. Continuity of Operations

* Ensure essential staff (e.g., administrators, IT, nutrition services, custodians) have safe working conditions.

* Coordinate with the district for:

- Payroll
- Data systems
- Cleaning and facilities maintenance

* Keep emergency contact information for all students and staff updated.

7. Mental Health and Wellness

* Provide access to:

- School counselors
- Crisis response teams
- Virtual wellness resources

* Promote SEL (social-emotional learning) practices in both in-person and remote environments.

8. Communication Protocols

* Use official school communication systems (ParentSquare, Blackboard, email, website).

* Share:

- Health updates and guidelines
- Changes to instruction or schedules
- Mental health and community resources

* Designate a Public Information Officer (PIO) to coordinate messaging with district and public health agencies.

9. Recovery and Return to Campus

* Follow public health clearance protocols for reopening:

- Deep cleaning and ventilation assessment
- Updated safety signage and supplies (e.g., PPE, sanitizer)
- Return-to-school criteria for students and staff

* Provide reentry support, including:

- Mental health services
- Academic assessments and remediation planning

10. Training and Preparedness

* Train staff on:

- Infection prevention
- Sick student protocols
- Distance learning platforms

* Conduct tabletop or virtual exercises with administrative teams.

11. Supplies and Equipment

Maintain stock of:

* Masks, gloves, thermometers, sanitizers, disinfectants

* Emergency food and water in case of extended shelter-in-place

* Technology tools (e.g., Chromebooks, Wi-Fi hotspots)

Psychological Trauma

1. Identifying Psychological Trauma

Psychological trauma may result from:

- A critical incident (e.g., suicide, death, violent act)
- A natural or man-made disaster
- Prolonged fear (e.g., active shooter lockdown, abuse)
- Media exposure to distressing events
- Loss of a loved one

Symptoms may include:

- Withdrawal, anxiety, or fearfulness
- Crying, emotional outbursts
- Difficulty concentrating or sleeping
- Physical complaints with no medical cause
- Aggressive or defiant behavior

2. Immediate Administrative Actions

- Notify the principal or site crisis response lead.
- Activate the School Crisis Response Team.
- Ensure immediate safety and remove students from the source of trauma (if ongoing).
- Secure the scene if related to an on-campus incident.
- Contact district mental health services and local behavioral health partners for support.
- Protect the privacy and dignity of those involved—limit rumors and social media speculation.

3. Staff Response Procedures

- Teachers or staff who observe trauma symptoms should:
 - o Provide a calm and supportive environment
 - o Listen non-judgmentally without pressing for details
 - o Refer the student to the school counselor, psychologist, or administrator immediately
 - Do not send the student alone if they are visibly distressed.

4. Crisis Counseling and Support Services

- Establish a designated counseling space on campus with trained mental health staff.
- Offer individual and small group counseling to affected students and staff.
- Provide additional supervision for vulnerable students (e.g., those with past trauma or mental health challenges).
- Maintain documentation of services offered and provided.

5. Family and Community Communication

- Notify affected families sensitively and promptly.
- Provide factual, age-appropriate information to the school community:

“Our school experienced a difficult situation today involving [brief description, e.g., the loss of a student]. Counselors are available, and we will continue to support our students through this time.”

- Include referral information for external mental health resources and crisis lines (e.g., 988 Suicide & Crisis Lifeline).

6. Classroom Support

- Teachers should:
 - o Maintain routines but be flexible with academic expectations
 - o Allow students space to talk or take breaks if overwhelmed
 - o Monitor behavior changes and refer concerns to support staff
 - Provide trauma-informed classroom strategies:
 - o Check-ins
 - o Mindfulness or calming exercises
 - o Seating adjustments or safe spaces

Suspected Contamination of Food or Water

1. Types of Potential Contamination Events

- Spoiled or expired food served to students or staff
- Water contamination (e.g., lead, bacteria, chemicals)
- Foodborne illness outbreak (e.g., norovirus, salmonella)
- Intentional tampering or foreign objects found in food/water
- Public Health or Environmental Health advisory for unsafe water

2. Immediate Actions Upon Suspicion or Report

- Stop use of all potentially contaminated food or water immediately.
- Isolate and secure any suspected food or drink to prevent further consumption.
- Remove affected items from service but do not dispose until public health officials can inspect.
- If individuals are ill or showing symptoms:
 - Call 911 for serious symptoms
 - Notify the school nurse, administer first aid as appropriate
 - Document names and symptoms of all affected persons
 - Notify:
 - Principal or designee
 - District nutrition services supervisor
 - Local public health department
 - Facilities or maintenance department (for water issues)

3. Investigation and Assessment

- Initiate a site-based food/water safety assessment with:

- Cafeteria/kitchen staff
- Maintenance personnel (for plumbing or water source issues)
- Environmental health officials
- Retain:
- Sample food/water for testing
- Food labels, preparation records, and vendor delivery logs

4. Isolation and Containment

- Restrict access to any affected areas (kitchen, cafeteria, restrooms, fountains).
- Shut off drinking fountains and sinks if water is suspected to be contaminated.
- Distribute bottled water if needed.

5. Communication Protocols

- Notify staff and families using approved platforms (e.g., Catapult):

"Out of an abundance of caution, we have suspended the use of certain food/water sources on campus today due to a possible contamination concern.

Students are safe and being monitored."

- Coordinate messaging with:
- District Public Information Officer (PIO)
- Local public health agency
- Be transparent but factual—avoid speculation until investigation confirms cause.

6. Alternate Plans for Food and Water

- Switch to pre-packaged meals if school food service is halted.
- Distribute bottled water and/or provide access to portable sanitation if necessary.
- Ensure all students have access to hydration and nutrition through alternative means.

7. Medical Response and Monitoring

- Maintain a log of affected individuals and symptoms.
- Monitor all students and staff who consumed suspected food/water.
- Notify parents/guardians of affected individuals and provide medical recommendations or public health notices.
- Follow reporting procedures for foodborne illness outbreaks as required by state and local agencies.

8. Student Release (If Widespread Exposure or Illness Occurs)

- Activate the Student Release/Reunification Plan if campus needs to be closed or evacuated.
- Provide updates and health recommendations to families at reunification.

9. Recovery and Restoration

- Work with health and safety officials to:
- Clear contaminated sources
- Test and verify water lines or food service equipment
- Clean and sanitize all affected areas
- Document response actions, retain inspection records, and submit reports as required.
- Resume service only after official clearance is given by local agencies.

10. Prevention and Training

- Train cafeteria, custodial, and office staff to recognize signs of contamination or illness.
- Conduct routine checks on:
- Food storage, preparation, and handling practices
- Water testing and plumbing maintenance
- Post safety protocols in food prep and service areas.
- Include contamination scenarios in annual emergency drills and tabletop exercises.

Tactical Responses to Criminal Incidents

1. Types of Criminal Incidents Covered

- Armed intruder on campus
- Active shooter or active assailant
- Hostage situation
- Barricaded subject
- Nearby police pursuit or law enforcement operation
- Serious violent crime on or adjacent to school property

2. Immediate Actions (Recognizing a Threat)

If staff or students observe a threat:

- Call 911 immediately and provide:
- School name and address
- Description of the suspect, weapon, and activity
- Location on or near campus
- Number of people involved or injured
- Notify the principal or site administrator (if safe to do so).
- Initiate an appropriate emergency action:

3. Emergency Response Options

A. Lockdown (If threat is on campus or nearby)

“This is a lockdown. Lock doors, turn off lights, stay out of sight. This is not a drill.”

- Lock all doors and windows.
- Move away from doors and windows.
- Turn off lights and remain silent.
- Silence phones.
- Do not open the door for anyone except emergency responders.
- Remain in lockdown until cleared by law enforcement or school administration.

B. Run, Hide, Fight (Active Assailant Guidance)

- Run – evacuate away from danger if it is safe.
- Hide – lock or barricade doors; stay quiet and out of sight.
- Fight – only as a last resort, attempt to incapacitate the attacker.

C. Shelter-in-Place (For threats near campus)

“Shelter-in-Place. Remain indoors. Lock exterior doors. Classes continue as normal indoors.”

- Lock perimeter doors.
- Keep students inside classrooms or buildings.
- Restrict movement around campus.
- Continue instruction unless otherwise instructed.

4. Law Enforcement Coordination

- Cooperate fully with responding officers or tactical teams.
- Provide access to:

o Building maps and master keys

o Class rosters and student schedules

o Names and locations of individuals with medical needs

- Follow law enforcement instructions without hesitation.

5. Communication Protocols

- Use PA system, radios, or emergency messaging system to initiate lockdown or shelter-in-place.
- The principal or designee will:
- Notify the district office
- Activate the Incident Command System (ICS)
- Coordinate with local law enforcement’s incident commander
- Designate a Public Information Officer (PIO) to manage messaging

Parent/Guardian Notification

Communicate once the situation is under control. Messages should:

- Confirm student safety
- Provide instructions for reunification or delayed dismissal
- Avoid speculative or graphic details
- Reassure families that trained personnel are managing the situation

Unlawful Demonstration or Walkout

1. Definitions

- Demonstration: A protest or public expression of opinion, which may be planned or spontaneous.
- Walkout: A student-organized event where individuals leave campus or class to protest or make a statement.
- Unlawful demonstration: Any protest or walkout that violates school policies or causes a disruption to school safety or operations.

2. Prevention and Preparation

- Establish clear school policies on student expression and protest.
- Educate students and staff on appropriate forms of protest under the First Amendment and Education Code §48907.
- Designate a staff lead (e.g., Assistant Principal or Safety Officer) to coordinate response planning.

3. Early Warning and Monitoring

- Monitor social media or informal channels for signs of an upcoming protest or walkout.
- Encourage open communication with student leadership to understand concerns and intentions.
- Notify the district office and, if needed, local law enforcement for possible crowd control support (particularly for larger or community-involved events).

4. Response to a Student Walkout

Before the Walkout:

- Remind students of:
- School rules
- Consequences of leaving campus without permission
- Safety risks (e.g., busy roads, weather conditions)
- Ensure staff coverage at exits and along probable departure routes.

During the Walkout:

- Do not physically restrain students from leaving campus.
- Do not threaten or confront protesting students.
- Document student names and times of departure.
- Assign staff or administrators (in pairs) to monitor off-campus locations where students gather, ensuring safety from traffic or outside threats.
- Keep non-participating students supervised and in class.
- Do not allow outsiders to join the protest on school property without permission.

If Protesters Are Disruptive or Violent:

- Initiate Lockdown or Shelter-in-Place if there is any threat to safety.
- Contact law enforcement if unauthorized individuals enter campus or if crowd control is needed.
- Activate the Incident Command System (ICS) to manage the event and communication.

5. Response to On-Campus Demonstrations

- If students demonstrate on school grounds:
- Assign staff to observe and supervise peacefully.
- Document incidents of vandalism, threats, or safety concerns.
- Allow peaceful protest if it does not disrupt instruction or endanger others.
- Move non-participating students away from the protest area.

6. Communication Protocols

- Keep staff informed of expectations and response procedures.
- Notify parents/guardians via automated messaging systems:

“We are aware of a student demonstration. Students are safe and supervised. We encourage students to remain on campus, and any unauthorized departure will be marked as unexcused.”

- Designate a Public Information Officer (PIO) to manage inquiries and coordinate messaging with district officials.

7. Legal Considerations and Documentation

- Students may not be disciplined for expressing their views peacefully, but:
- Unauthorized absences may be marked unexcused.
- Any disruption, defiance, vandalism, or threats may result in disciplinary action per Ed Code.
- Keep detailed records of:
 - Participants
 - Locations and timelines
 - Any safety or disciplinary incidents

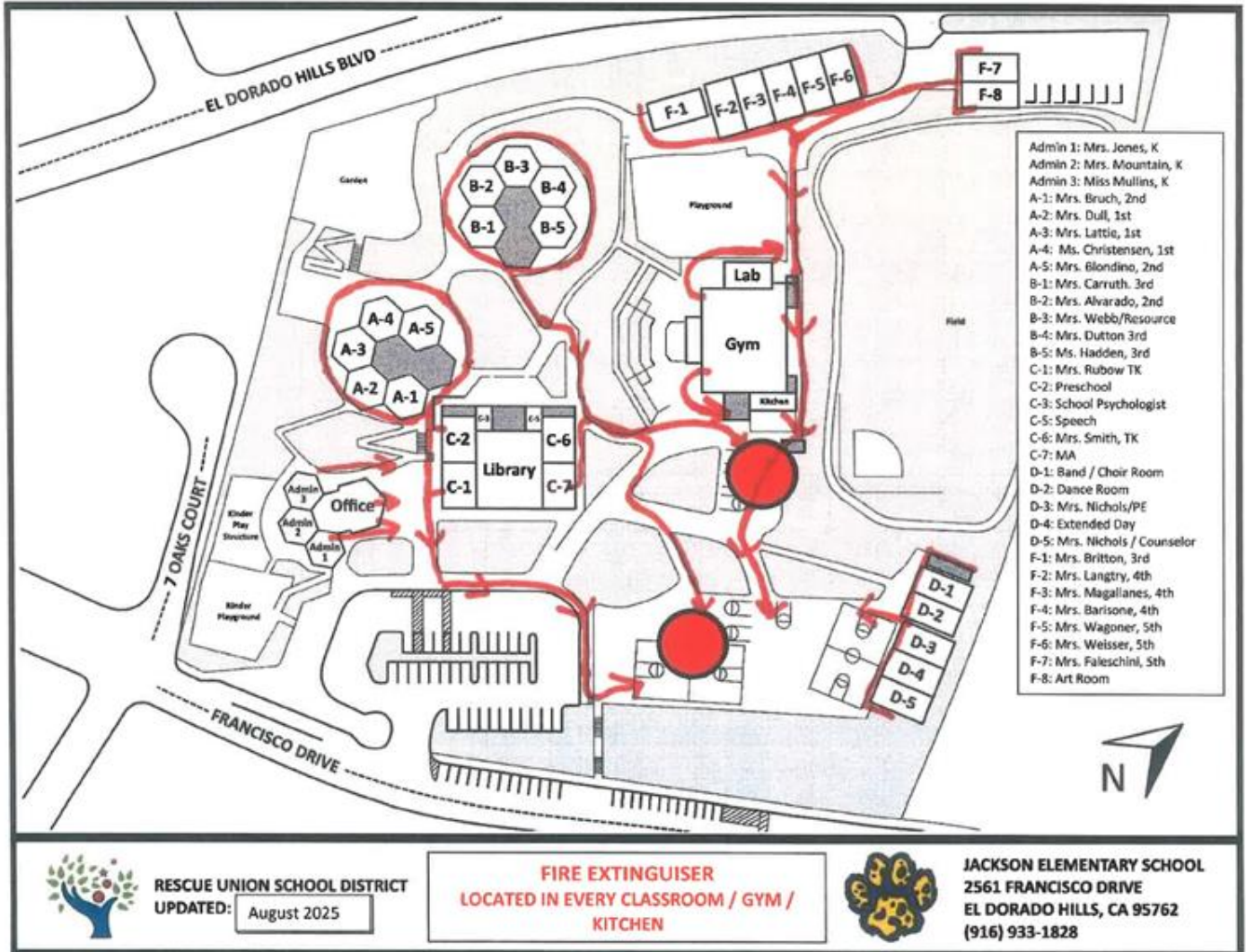
8. Recovery and Support

- Debrief with staff and administrators after the event.
- Address student concerns through listening sessions, student forums, or classroom discussions.
- Offer counseling support to students emotionally affected by the event or its causes.
- Repair or clean any damage to school property.

9. Staff Training and Awareness

- Train staff to:
- Remain calm and non-confrontational
- Recognize the difference between disruption and protected expression
- Supervise safely and avoid escalation

Emergency Evacuation Map



RESCUE UNION SCHOOL DISTRICT
UPDATED: August 2025

FIRE EXTINGUISHER
LOCATED IN EVERY CLASSROOM / GYM / KITCHEN



JACKSON ELEMENTARY SCHOOL
2561 FRANCISCO DRIVE
EL DORADO HILLS, CA 95762
(916) 933-1828

Comprehensive School Safety Plan

**2025-26
School Year**

School: Lake Forest Elementary School
CDS Code: 09619786109441
District: Rescue Union School District
Address: 2240 Sailsbury Dr.
El Dorado Hills, CA 95762-6984
Date of Adoption: January 22, 2026
Date of Update: January 22, 2026
Date of Review:
- with Staff January 21, 2026
- with Law Enforcement
- with Fire Authority

Approved by:

Name	Title	Signature	Date
Renee Mallot	Principal		
Joan Pulling	School Secretary		
Shannon Alexander	SSC Member & Parent		
Jim Shoemake	Superintendent		

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at Rescue Union School District Office.

Safety Plan Vision

1. Lake Forest Elementary School will provide a safe, orderly, and secure environment conducive to learning.
2. Lake Forest Elementary School will create a school in which pupils will attend regularly and be safe from both physical, verbal, and psychological harm.
3. Lake Forest Elementary School staff will work collaboratively with administrators and the school board to identify, establish, and use strategies and programs to comply with school safety laws.
4. Lake Forest Elementary School will develop a plan to work collaboratively with parents, pupils, teachers, administrators, counselors, and community agencies, including law enforcement, to provide a safe and orderly school.
5. Lake Forest Elementary School will develop an academic program that will focus on high expectations of pupil performance and behavior in all aspects of the school experience.

Components of the Comprehensive School Safety Plan (EC 32281)

Lake Forest Elementary School Safety Committee

Renee Mallot, Principal
Joan Pulling, School Secretary
Annette Suske, Student Services Secretary
Lisa Prini, School Nurse
Petro Makletsov, Custodian

Assessment of School Safety

Annual assessments of School Safety at Lake Forest Elementary School are conducted and include a review of data from Rescue Union School District Culture and Climate Survey, RUSD LCAP Parent Survey, discipline and attendance data as collected through our student information system and the California School Dashboard. Additional input is received from the school staff and members of the Lake Forest Elementary School Site Council.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

Lake Forest Elementary School recognizes the importance of providing a safe school environment that is conducive to learning and helps to ensure student safety and the prevention of student injury. The staff shall implement appropriate practices to minimize the risk of harm to students, including, but not limited to, practices relative to school facilities and equipment, the outdoor environment, educational programs, and school-sponsored activities.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

All school employees who are mandated reporters under California law are legally required to report known or reasonably suspected cases of child abuse or neglect to appropriate child protective agencies. Failure to report as required by law may result in criminal and civil liability.

Definition of a Mandated Reporter

Mandated reporters include all school personnel, including but not limited to:

- Teachers and administrators
- Classified staff (e.g., instructional aides, custodians, clerical staff)
- Coaches, counselors, nurses, and psychologists
- Volunteers, if they supervise students on a regular basis

Types of Reportable Abuse

Mandated reporters must report any known or reasonable suspicion of:

- Physical abuse
- Sexual abuse or exploitation
- Emotional or psychological abuse
- Neglect (including willful failure to provide food, clothing, shelter, or medical care)
- Willful cruelty or unjustifiable punishment
- Witnessing domestic violence (when affecting the child's welfare)

Reporting Procedures

1. Immediate Verbal Report

- The mandated reporter must immediately or as soon as practically possible make a verbal report to:

* Child Protective Services (CPS) or

* Local law enforcement agency (police or sheriff's department)

- Contact information for local reporting agencies is posted in the main office and staff areas.

2. Written Report

- Within 36 hours of the verbal report, the mandated reporter must complete and submit a written Suspected Child Abuse Report (SCAR) on form BCIA 8572 to the same agency.
- The form may be submitted via fax, mail, or electronically, if allowed.

3. Notification Within School

- The mandated reporter may inform the site administrator or supervisor after making the report, but administrators may not impede or alter the reporting process.
- The identity of the reporter is confidential and should not be shared except as required by law.

4. No Internal Investigation

- School staff should not attempt to investigate or validate the abuse prior to reporting.
- Do not interview the child or contact the suspected abuser beyond what is required to determine if a reasonable suspicion exists.

Training and Acknowledgment

- All employees must complete annual training on child abuse identification and reporting, as required by AB 1432.
- Upon hire and annually thereafter, employees must sign an acknowledgment form stating they understand their reporting obligations under the law.

Documentation and Confidentiality

- A copy of the written report should be retained in a confidential file (not in the student's cumulative record), per district policy.
- Information related to the report must be kept strictly confidential and shared only with authorized officials or investigators.
- Retaliation against a mandated reporter who reports in good faith is strictly prohibited.

Resources and Support

- School counselors, psychologists, and social workers are available to support affected students.
- The school maintains contact information for:
 - Local CPS agency
 - Law enforcement
 - Community mental health and victim support resources

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

1. All-Hazards Approach

The Disaster Plan should address:

- Natural Disasters: Earthquake, wildfire, flooding, extreme weather
- Technological Hazards: Utility failure, hazardous materials release
- Human-Caused Events: Bomb threat, terrorism, civil unrest, mass casualty incidents
- Health Emergencies: Pandemic, biological threats

2. Key Components of the School Disaster Plan

A. Preparedness

- Maintain updated site-specific Emergency Operations Plan (EOP) and Incident Command System (ICS) chart
- Conduct regular drills: fire, earthquake, lockdown, shelter-in-place, and evacuation
- Stock emergency supplies: food, water, first aid, radios, student rosters, etc.
- Assign and train staff in ICS roles: Incident Commander, Operations, Logistics, Planning, Finance

B. Mitigation

- Identify hazards in and around campus (e.g., gas lines, flood zones)
- Ensure non-structural hazard mitigation: secure bookshelves, emergency shutoffs labeled
- Partner with local emergency services to assess and improve site safety

C. Response

- Activate the Incident Command System (ICS)
- Use appropriate emergency response protocols:
 - Evacuation for fire, gas leak, bomb threat
 - Shelter-in-Place for air quality concerns, chemical release

o Lockdown for intruder or active assailant

- Account for all students and staff
- Provide first aid and care for injured persons
- Coordinate with first responders and district officials

D. Recovery

- Restore safe operations (building inspections, utility checks)
- Provide mental health and counseling services
- Assess and repair damage
- Debrief with staff and district for after-action review
- Update procedures and training based on lessons learned

3. Communication During a Disaster

- Use multiple communication channels: PA system, radios, phones, emergency text/email platforms
- Communicate clearly and calmly with:
- Staff (via ICS structure)
- Students (via classroom teachers or PA)
- Parents/guardians (via district-approved systems)
- Designate a Public Information Officer (PIO) to coordinate with media and community

Adaptations for Students with Disabilities

Students with disabilities that are not cognitively or physically able to follow safety plans, details regarding assistance, such as aide or wheelchair assistance, will be identified in the student's Individualized Education Plan.

Maintain a list of:

- * Students with disabilities
- * Students with medical needs (e.g., medication, mobility)

Ensure accommodations in evacuation and shelter procedures

Include support staff in all planning (e.g., nurses, aides)

Public Agency Use of School Buildings for Emergency Shelters

Policy Statement

In the event of a natural disaster, public health emergency, or other declared crisis, this school site may be designated for temporary use by public agencies to provide emergency shelter, medical services, food distribution, or other community relief services.

The school will cooperate fully with:

- Local law enforcement
- Fire and rescue services
- County Office of Emergency Services (OES)
- California Department of Public Health (CDPH)
- American Red Cross and/or Federal Emergency Management Agency (FEMA)

Such use shall be coordinated to prioritize the safety of students, staff, and school property, and to allow for the continuity of educational operations when feasible.

Procedures

1. Activation and Authorization

- Use of school facilities shall be authorized by the district superintendent or designee in consultation with emergency authorities.
- Public agency partners must present proper identification and written authorization when requesting access to the campus for emergency shelter purposes.

2. Site Coordination

- The school site administrator or designee will:
- Serve as the primary point of contact for coordination
- Provide building access and site maps to authorized personnel
- Ensure the protection of school records, equipment, and instructional materials not needed for shelter operations

- A joint use plan or Memorandum of Understanding (MOU) may be established between the district and the public agency to clarify responsibilities, including liability, security, and cleanup. The Assistant Superintendent of Business Services shall be responsible for establishing the MOU.

3. Safety and Security

- All shelter operations shall maintain compliance with applicable health, fire, and safety codes.
- Public safety personnel will assist in maintaining site security.
- Any areas of campus used for shelter must be clearly separated from instructional or student-only zones (if school is still in session or partially operating).

4. Communication

- The district will inform staff and families of shelter operations on school grounds as appropriate.
- Signage and barriers may be used to guide shelter clients and restrict unauthorized access to school areas.

5. Restoration and Recovery

- Upon conclusion of shelter use, the public agency will:
- Coordinate site cleanup and restoration
- Assess damages and provide appropriate reimbursement or repairs
- Notify the district when the site is fully restored for educational use

Preparedness and Planning

- The school site shall maintain:
- Copies of joint-use agreements or MOUs (if applicable)
- Facility condition assessments and maps
- Updated contact information for local emergency services
- Disaster drills and tabletop exercises should consider scenarios involving emergency shelter use.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.2 - Bullying)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus

(cf. 5112.5 - Open/Closed Campus)

4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-8" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

(cf. 5131.7 - Weapons and Dangerous Instruments)

2. Selling or otherwise furnishing a firearm

3. Brandishing a knife at another person

4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4

6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-8" and "Additional Grounds for Suspension and Expulsion: Grades 4-8," the Superintendent or principal shall have the discretion

to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

(cf. 5148.3 - Preschool/Early Childhood Education)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

The student information system includes data regarding dangerous students that teachers have access to for three years from the date of the incident. Site administrators and site secretaries are trained on how to include the information in the student information system and teachers will be trained on where the data will be located.

(E) Sexual Harassment Policies (EC 212.6 [b])

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, when made on the basis of sex and under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/ Harassment)

(cf. 6142.1 - Sexual Health and HIV/ AIDS Prevention Instruction)

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion

School-Level Complaint Process/ Grievance Procedure

Complaints of sexual harassment, or any behavior prohibited by the district's Nondiscrimination/ Harassment policy - BP 5145.3, shall be handled in accordance with the following procedure:

1. Notice and Receipt of Complaint: Any student who believes he/ she has been subjected to sexual harassment or who has witnessed sexual harassment may file a complaint with any school employee. Within 24 hours of receiving a complaint, the school employee shall report it to the district Coordinator for Nondiscrimination/ Principal. In addition, any school employee who observes any incident of sexual harassment involving a student shall, within 24 hours, report this observation to the Coordinator/ Principal, whether or not the victim files a complaint. In any case of sexual harassment involving the Coordinator/ Principal to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall instead report to the Superintendent or designee.
2. Initiation of Investigation: The Coordinator/ Principal shall initiate an impartial investigation of an allegation of sexual harassment within five school days of receiving notice of the harassing behavior, regardless of whether a formal complaint has been filed. The district shall be considered to have "notice" of the need for an investigation upon receipt of information from a student who believes he/ she has been subjected to harassment, the student's parent/guardian, an employee who received a complaint from a student, or any employee or student who witnessed the behavior. If the Coordinator/ Principal receives an anonymous complaint or media report about alleged sexual harassment, he/ she shall determine whether it is reasonable to pursue an investigation considering the specificity and reliability of the information, the seriousness of the alleged incident, and whether any individuals can be identified who were subjected to the alleged harassment.
3. Initial Interview with Student: When a student or parent/guardian has complained or provided information about sexual harassment, the Coordinator/ Principal shall describe the district's grievance procedure and discuss what actions are being sought by the student in response to the complaint. The student who is complaining shall have an opportunity to describe the incident, identify witnesses who may have relevant information, provide other evidence of the harassment, and put his/ her complaint in writing. If the student requests confidentiality, he/ she shall be informed that such a request may limit the district's ability to investigate.

4. Investigation Process: The Coordinator/ Principal shall keep the complaint and allegation confidential, except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964) The Coordinator/ Principal shall interview individuals who are relevant to the investigation, including, but not limited to, the student who is complaining, the person accused of harassment, anyone who witnessed the reported harassment, and anyone mentioned as having relevant information. The Coordinator/ Principal may take other steps such as reviewing any records, notes, or statements related to the harassment or visiting the location where the harassment is alleged to have taken place. When necessary to carry out his/ her investigation or to protect student safety, the Coordinator/ Principal also may discuss the complaint with the Superintendent or designee, the parent/guardian of the student who complained, the parent/guardian of the alleged harasser if the alleged harasser is a student, a teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth, law enforcement and/ or child protective services, and district legal counsel or the district's risk manager. (cf. 5141.4 - Child Abuse Prevention and Reporting)
5. Interim Measures: The Coordinator/ Principal shall determine whether interim measures are necessary during and pending the results of the investigation, such as placing students in separate classes or transferring a student to a class taught by a different teacher.
6. Optional Mediation: In cases of student-on-student harassment, when the student who complained and the alleged harasser so agree, the Coordinator/ Principal may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator, or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree, and he/ she shall be advised of the right to end the informal process at any time. (cf. 5138 - Conflict Resolution)
7. Factors in Reaching a Determination: In reaching a decision about the complaint, the Coordinator/ Principal may take into account:
- a. Statements made by the persons identified above
 - b. The details and consistency of each person's account
 - c. Evidence of how the complaining student reacted to the incident
 - d. Evidence of any past instances of harassment by the alleged harasser
 - e. Evidence of any past harassment complaints that were found to be untrue
- To judge the severity of the harassment, the Coordinator/Principal may take into consideration:
- a. How the misconduct affected one or more students' education
 - b. The type, frequency, and duration of the misconduct
 - c. The identity, age, and sex of the harasser and the student who complained, and the relationship between them
 - d. The number of persons engaged in the harassing conduct and at whom the harassment was directed
 - e. The size of the school, location of the incidents, and context in which they occurred
 - f. Other incidents at the school involving different students
8. Written Report on Findings and Follow-Up: No more than 30 days after receiving the complaint, the Coordinator/Principal shall conclude the investigation and prepare a written report of his/ her findings. This timeline may be extended for good cause. If an extension is needed, the Coordinator/ Principal shall notify the student who complained and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If it is determined that harassment occurred, the report shall also include any corrective actions that have or will be taken to address the harassment and prevent any retaliation or further harassment. This report shall be presented to the student who complained, the person accused, the parents/ guardians of the student who complained and the student who was accused, and the Superintendent or designee.

In addition, the Coordinator/ Principal shall ensure that the harassed student and his/her parent/guardian are informed of the procedures for reporting any subsequent problems. The Coordinator/ Principal shall make follow-up inquiries to see if there have been any new incidents or retaliation and shall keep a record of this information.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti
2. Providing training to students, staff, and parents/ guardians about how to recognize harassment and how to respond
3. Disseminating and/ or summarizing the district's policy and regulation regarding sexual harassment
4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to parents/ guardians and the community

5. Taking appropriate disciplinary action

In addition, disciplinary measures may be taken against any person who is found to have made a complaint of sexual harassment which he/ she knew was not true.

Notifications

A copy of the district's sexual harassment policy and regulation shall :

1. Be included in the notifications that are sent to parents/ guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)
2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted, including school web sites (Education Code 231.5)
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session (Education Code 231.5)
4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
5. Be included in the student handbook
6. Be provided to employees and employee organizations

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

In cooperation with teachers, students, and parents/guardians, the principal or designee may establish school rules governing student dress and grooming which are consistent with law, Board policy, and administrative regulations. These school dress codes shall be regularly reviewed.

The following guidelines shall apply to all regular school activities:

1. Clothing, jewelry, and personal items shall be free of writing, pictures, or any other insignia which is vulgar, lewd, obscene, profane, or sexually suggestive or which promotes the use of alcohol, drugs, tobacco, or other illegal activity.
2. Appropriate shoes must be worn at all times.
3. Hats, caps, and other head coverings shall not be worn indoors.
4. Clothes shall be sufficient to conceal undergarments. See-through tops and bare abdomens are prohibited.

The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

Students shall be allowed to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

This school site shall implement secure ingress (entry) and egress (exit) procedures to maintain campus safety, account for all individuals on school property, and provide rapid response capabilities in the event of an emergency or threat. These procedures are reviewed annually and revised as needed based on drills, safety audits, and collaboration with local law enforcement and emergency personnel.

1. Daily Campus Access Procedures

- All campus entrances and exits shall be clearly marked and monitored.
- Single Point of Entry: During school hours, access to the campus shall be limited to one monitored entrance, typically the main office or administration building.
- Visitor Check-In:
 - o All visitors must enter through the main entrance and sign in at the front office.
 - o Visitors will be required to present valid identification and wear a visitor badge at all times while on campus.
 - o Staff are trained to report any individual on campus without a visitor badge.
 - Student Arrival and Departure:
- o Designated drop-off and pick-up zones are supervised during arrival and dismissal times.
- o Staff are stationed to monitor crosswalks, loading zones, and pedestrian traffic.
- o Late arrivals and early dismissals must be processed through the front office and require verification by a parent/guardian or emergency contact.

2. Emergency Ingress and Egress Procedures

- Evacuation Routes:
 - o Each classroom and major area of campus has posted evacuation maps indicating primary and secondary egress routes.
 - o All evacuation routes are kept clear of obstructions and are accessible to individuals with disabilities.
 - o Drills are conducted regularly to ensure all students and staff can exit quickly and safely.
- Ingress During Emergency Response:
 - o In the event of a lockdown, shelter-in-place, or other emergency, all gates and doors will be secured to prevent unauthorized entry.
 - o Emergency personnel (e.g., law enforcement, fire department) will be granted access through a designated emergency access point, coordinated by the school's Incident Commander or designee.
- Controlled Reentry:
 - o After an evacuation or lockdown, reentry will be permitted only after the "all clear" is given by emergency services and the school's Incident Commander.
 - o A sweep of all rooms and restrooms will be conducted prior to reentry.
 - o Student reunification will follow the site's Student Release and Reunification Plan.

3. Special Event and After-Hours Procedures

- For school events open to the public (e.g., performances, sports games, parent nights):
 - o Clearly designated entrances and exits will be used and monitored by staff or security.
 - o Signage and barriers will direct traffic flow.
 - o Emergency exits will be clearly illuminated and unobstructed.
 - o Additional staff or security personnel may be assigned for crowd management.

4. Coordination with Emergency Responders

- Local emergency services are provided with:
 - o Up-to-date campus maps with marked ingress and egress points
 - o Emergency gate keys or codes, as appropriate
 - o Periodic opportunities to participate in drills or site walkthroughs

5. Review and Maintenance

- Ingress and egress procedures are reviewed:
 - o At the beginning of each school year
 - o After each emergency drill or real incident
 - o As part of the school's annual CSSP update
- Facilities staff and site administrators regularly inspect:
 - o Gates, doors, locks, and signage
 - o ADA accessibility of evacuation paths
 - o Emergency lighting and alarms along exit routes

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

School Climate

Element:

Lake Forest staff and parents work together in creating a positive atmosphere for students in both the learning and social aspects of our school. We are all a TEAM, and it is important that regardless of our role (parent, staff member, student, community member), we are all working together for the best interest of the student. This year, our school-wide theme is "We Are Better Together," where we are looking for students, staff, and community members who are working as a team to help make Lake Forest campus even better. There are many groups and activities in place, which are directed towards helping students learn to interact in a positive manner.

Opportunity for Improvement:

We are continuing to implement our PBIS systems at Lake Forest Elementary to make sure that they are the most effective and have the most impact for our students.

Objectives	Action Steps	Resources	Lead Person	Evaluation

Objectives	Action Steps	Resources	Lead Person	Evaluation
Lake Forest will continue to implement and support PBIS techniques and combine this program with current Character Development/I-SWIM practices to support student social and emotional growth.	Related activities: Teachers will continue to provide classroom support for managing interpersonal issues using school wide rules and expectations for behavior in all areas of the school. Students will learn about positive character traits and I-SWIM umbrella rules in the classroom guidance lessons through Character Strong's "Purposeful People" curriculum, in addition to our new collection of lessons used to support PBIS expectations in all areas of Lake Forest.	Resources needed: Bulletin boards displaying character traits with student work. Class lessons related to the monthly character trait. Class lessons that support school expectations and school wide rules. Purchase of social stories, PBIS rules charts and teacher materials. Video production outlining school rules for all students and personnel.	Person(s) responsible for implementation: Administration, Staff, School Counselors, School Psychologist, Summitview Clinician	Administration in conjunction with School Staff
	Teachers will use Mister Brown's Character videos to talk about each of the character traits. Students and families will also have access to these videos at home as well. Social stories will be presented to students in various grades through lessons presented by the school counselor. Our school counselor and school psychologist will provide support to individuals and groups needing guidance and therapy on social issues at school. We will introduce our school counselors, psychologist and Summitview Clinician to each classroom Books are available in the library for both staff and student check-out that match each month's character focus			

Objectives	Action Steps	Resources	Lead Person	Evaluation
Interaction between school and families will be encouraged to promote a sense of community.	Related activities: School-wide activities such as Back to School Night, Open House, Book Fair, the Spring Art Show, Family STEM Night, and Family Science Night will be held for parents to participate. TK/Kindergarten Orientation Science Fair School Tours Family Math Night Afterschool Enrichment Programs TK-3rd Grade Music 4th/5th Grade Band Tk-5th Grade Art Breakfast with Santa Monthly Award Presentations Spirit Days PTC Social Events (including but not limited to): Fall Festival and Makers Faire, Gala/Auction, Family Dance and Glow Bingo Night, and Dine Out Nights.	Resources needed: Volunteer support, PTC support, Student Council support, and Clerical support	Person(s) responsible for implementation: Administrators, PTC, SSC, Students, and Staff.	Administration in conjunction with School Staff

Objectives	Action Steps	Resources	Lead Person	Evaluation
To develop a sense of neighborhood belonging, community involvement with Lake Forest School will be increased.	Related activities: Community related events will be explored with the involvement of local businesses. DARE and Project LEAD will be implemented in the 5th grade classes. Project LEAD is 15 weeks total, including 12 weeks of lessons, 2 weeks of mock trial prep, and then a field trip at the end to the courthouse in Placerville for a mock trial. Family member participation in events such as Constitution Day and our annual Veterans Day Assembly. Local Veterans will be invited to participate in our Veterans Day Assembly Lake Forest will continue its coordination with the PTC Beautification Committee working on projects around campus that connect the beautification of Lake Forest with the Social-Emotional needs of our students. Our Garden Coordinator works to have volunteer parents work in and open the garden on a consistent basis for a place where students can come during class time or recess/lunch times. Weekly garden and art lessons taught in the garden A connection has been established between Project Green (our garden coordinator) and Project Luma (graphic designer) to build outside, safe places for our students.	Resources needed: Volunteer support, PTC, Project Green, Project Luma, district and site funding for campus beautification projects.	Person(s) responsible for implementation: Administrators, PTC, Staff, Students, Community Groups.	Administration in conjunction with School Staff

Component:

Physical Environment

Element:

Our goal is to continue to maintain a safe and secure physical environment for students and staff of Lake Forest School and enhance the available facilities.

Lake Forest School has a beautiful campus with a great staff and supportive parents who work together to create a positive atmosphere for students. We would like to enhance the safety of the students, staff, visitors and facilities by providing better campus communication, safe facilities and infrastructure, and improved supervision of students. Lake Forest School has in place a number of programs and activities, which are directed towards the physical safety and improvement of facilities

Opportunity for Improvement:

We can always improve at creating beautiful and effective spaces on our campus for students to learn and interact with each other.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Maintain current conditions of student drop-off and pickup in parking lots and street areas around campus.	Related activities: Peace Patrol- fourth and fifth grade students will be selected for the new conflict management group the Peace Patrol. Peace Patrol will assist students in TK-3rd grades with disagreements and finding friends at recess. Teachers will serve on duty teams to provide consistent enforcement of before and after-school drop-off and pick-off areas. A parking lot brochure will be provided to parents at Back to School Night, which displays safe traffic flow patterns. Reminders will continue to be put into the Lake Forest weekly News Blasts to families. Additional reminder signs will be put up to encourage safety first attitudes. The parking lot lines (safety zones and parking spaces) will get repainted.	Resources Needed: Support of District Maintenance Department, Lead Custodian Safety vests Additional hand-held stop signs and cones. A STOP Sign installed at the end of the front parking lot.	Person(s) responsible for implementation: Lead Custodian, Director of Facilities, Administration, Safety Patrol Coordinator, Peace Patrol Coordinator	Administration in conjunction with all of the appropriate team members.

Objectives	Action Steps	Resources	Lead Person	Evaluation
For all students to have an understanding of playground rules.	Related activities: Teachers and Yard Supervisors will teach technique and rules for playground games. There will be a “Welcome Back” assembly, where the principal and the yard supervisors will go over the general playground and outside rules. New PBIS posters talking about the rules and expectations will be displayed. Teachers will follow-up with lessons in their classrooms based on the PBIS created for the different outside areas. Game rules will be taught and revisited throughout the year through class sign-ups for specific age-appropriate games. Specific areas will be designated on the playground for playing games Training will be conducted for yard supervisors, and each trimester, check-in meetings will be held for sharing concerns and improvement policies On rainy mornings, teachers open their classrooms at 8:40am to reduce safety issues and improve the process for transferring students to classes when school begins. Any outside duty will be covered when teachers open their classrooms.	Resources Needed: Signs of the game rules that can be posted in the appropriate areas.	Person(s) responsible for implementation: Administration, Teachers, Yard Supervisors	Administration in conjunction with all of the appropriate team members.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Staff will continue to enforce and improve lunch policies.	Related activities: All staff, parents and students will be informed about PBIS lunch incentives and safety rules through the school reopening plan and updates. Students will sit by their class in the lunchroom. For lunch procedures on rainy days, Staff will arrive at designated pick-up spots when students are eating indoors. Outdoor lunch tables will be used when weather permits. Yard Supervisors will coordinate to improve efficiency when transitioning from recess to play areas and maintain safety when moving to different areas at lunch time. Students will use the two outdoor water bottle refilling stations to refill their water bottles.	Resources needed: Class labels for the tables, Water bottle refilling station.	Person(s) responsible for implementation: Administration, Yard Supervisors	Administration in conjunction with all of the appropriate team members.

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Lake Forest Elementary School Student Conduct Code

Conduct Code Procedures

The Governing Board believes that all students have the right to be educated in a safe and positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using district transportation.

The Superintendent or designee shall ensure that each school develops standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption
3. Conduct that disrupts the orderly classroom or school environment
4. Willful defiance of staff's authority
5. Damage to or theft of property belonging to students, staff, or the district.
6. Obscene acts or use of profane, vulgar, or abusive language
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited substances
8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose with prior permission of the principal or designee (Penal Code 417.27)
9. Use of a smartphone or other mobile communication device in an unauthorized manner
10. Plagiarism or dishonesty on school work or tests
11. Wearing of any attire that violates district or school dress codes, including gang-related apparel
12. Tardiness or unexcused absence from school
13. Failure to remain on school premises in accordance with school rules
14. Other conduct prohibited by Education Code 48900-48915-48915

Employees are expected to enforce standards of conduct and when they observe or receive a report of a violation of these standards, to appropriately intervene, or seek assistance. As necessary, the employee shall refer the matter to a supervisor or the principal or designee.

When a school employee suspects that a search of a student or a student's belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with Board Policy and Administrative Regulation 5145.12 - Search and Seizure.

When a student uses any prohibited device, or uses a permitted device in an unauthorized manner, a district employee may confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or cocurricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during nonschool hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

(K) Hate Crime Reporting Procedures and Policies

The Governing Board is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents if they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. Such collaborative efforts shall focus on ensuring an efficient use of district and community resources, developing effective prevention strategies and response plans, providing assistance to students affected by hate-motivated behavior, and/or educating students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that includes the development of social-emotional learning, promotes their understanding of and respect for human rights, diversity, and acceptance in a multicultural society, and provides strategies to manage conflicts constructively.

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

The Superintendent or designee shall ensure that the rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident are provided to students and parents/guardians.

The Superintendent or designee shall provide staff with training on recognizing and preventing hate-motivated behavior and on effectively enforcing rules for appropriate student conduct.

Complaint Process

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly encouraged to report the incident to a teacher, the principal, or other staff member.

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the principal or the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, he/she shall also contact law enforcement.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Anonymous reporting for hate crimes or any other crimes can be reported through the school We-Tip reporting portal that can be found on the District or school website.

(J) Procedures to Prepare for Active Shooters

1. Prevention and Awareness

- Promote a safe school climate through:
- Positive Behavior Interventions and Supports (PBIS)
- School-wide anti-bullying efforts
- Mental health services and threat assessment procedures
- Encourage the use of anonymous reporting tools for students and staff to report threats or concerning behavior (e.g., see something, say something).
- Conduct behavioral threat assessments for students exhibiting concerning behaviors, in coordination with the district threat assessment team and law enforcement if necessary.

2. Staff and Student Training

- Provide annual training for all staff on:
- Recognizing warning signs of potential violence
- Emergency procedures and lockdown protocols
- Use of Run-Hide-Fight or SRP-based strategies
- Provide age-appropriate drills and education for students to ensure understanding without trauma or fear.
- Ensure training is trauma-informed and inclusive of students with disabilities, English learners, and other vulnerable populations.

3. Coordination with First Responders

- Maintain up-to-date campus maps, master keys, and emergency contact lists in the school's emergency kits.
- Work with local law enforcement and fire departments to:
- Develop and review tactical response plans
- Conduct joint drills or tabletop exercises
- Establish unified command procedures under ICS (Incident Command System)

Procedures for Preventing Acts of Bullying and Cyber-bullying

The school provides resources for parents, administrators, and students on how bullying can be prevented and addressed. Resources include publications, sample policies, and frequently asked questions.

Bullying is a form of violence. It can be physical, verbal, psychological, or sexual. Here are some examples of bullying:

- Physical: hitting, kicking, spitting, pushing
- Verbal: teasing, threatening, name-calling
- Psychological: excluding someone, spreading rumors, intimidating
- Sexual: touching, assault, exhibitionism, and many of the actions listed above

Bullying may also occur through the Internet or other forms of technology. This is known as cyberbullying. It is sending or posting hurtful material.

Bullying is common, but it should not be viewed as a normal part of growing up. It is more damaging to children than previously thought. Bullying has a negative effect on a student's ability to learn.

Schools are responsible for creating safe environments for all students. They must work to prevent bullying, and they must respond to it when it happens.

The California Department of Education offers information and resources for parents, administrators, and students about bullying. A Community Responsibility

Bullying is such a long-established behavior in our society and schools that it has often been ignored as "a normal part of growing up." However, research has shown that there are severe long-term consequences for both the targets and the bullies. Further, severe reactions to bullying have been cited as one of the causes of the extremely violent incidents on school campuses that have received so much media attention in recent years.

Fortunately, well-documented research has been done which provides techniques for preventing bullying, responding to incidents of bullying, and dealing with its long term consequences. The key elements of a bullying prevention program are:

- Raising awareness of bullying through actions such as surveys of prevalence and role-playing events at assemblies.
- Formation of a bullying prevention committee which represents the entire school community and which is responsible for choosing and implementing a prevention program.
- Defining bullying and making it clear to all staff and students that it is unacceptable.
- Adapt and implement bullying prevention policies.
- Training all members of the school community in the appropriate responses to observed incidents of bullying.
- Providing counseling for persistent bullies, targets, and their parents/guardians.
- Regular review of effectiveness of the anti-bullying program.

There are a number of resources available which contain detailed information about comprehensive bullying prevention programs. These research-based programs describe the elements above, and also contain:

- Broadly conceived definitions of bullying, including behaviors such as social ostracism in addition to the traditionally-considered physical dominance behaviors.
- Bullying prevalence questionnaires.
- Appropriate interventions for bullying situations, and for chronic bullies and targets.

Opioid Prevention and Life-Saving Response Procedures

In response to the growing opioid crisis and the presence of synthetic opioids such as fentanyl in the community, this school recognizes the urgent need to prepare staff and students with the tools and knowledge to prevent overdose deaths. The school shall maintain naloxone (Narcan) on campus and ensure trained staff are available to administer it in case of a suspected opioid overdose. Prevention education will also be implemented as part of the health curriculum and student wellness efforts.

1. Prevention and Education

- Age-appropriate opioid prevention education shall be incorporated into middle school health instruction, in alignment with the California Health Education Framework.
- Instruction may include:
 - o Risks of prescription and synthetic opioids (e.g., fentanyl)
 - o Dangers of counterfeit pills
 - o The importance of seeking help for substance use
 - o Information on how to respond to an overdose
 - The school may partner with community-based organizations, county health departments, or school resource officers (SROs) to support prevention programming and distribute educational materials.

2. Naloxone (Narcan) Availability

- The school shall maintain readily accessible naloxone kits on campus, located in:
 - o The health office or nurse's station
 - o AED (Automated External Defibrillator) boxes (if applicable)
 - o Other high-traffic or high-risk areas as designated by administration
 - The district will ensure that:
- o Naloxone is stored properly per manufacturer guidelines
- o Expired doses are safely discarded and replaced
- o Inventory is tracked annually

3. Staff Training and Responsibilities

- Designated school personnel (e.g., nurses, administrators, security staff, select teachers) shall receive annual training in:
 - o Recognizing signs of opioid overdose (e.g., unresponsiveness, slow or no breathing, blue lips or fingernails, gurgling sounds)
 - o Proper storage, handling, and administration of naloxone
 - o Basic first aid and CPR procedures
 - o 911 activation and emergency reporting
 - Training is provided in accordance with Education Code §49414.3 and includes hands-on or video-based instruction.

4. Emergency Response Procedures

If a Suspected Opioid Overdose Occurs:

1. Call 911 immediately
2. Administer naloxone (Narcan) as trained
 - o Follow dosage instructions (usually 1 spray into one nostril)
 - o If no improvement in 2–3 minutes, a second dose may be given
3. Begin CPR if the individual is not breathing or does not have a pulse
4. Stay with the person until emergency responders arrive
5. Notify the school administrator or designee immediately

After the Incident:

- Document the incident and naloxone usage as required by district policy
- Notify the parent/guardian if the individual is a student
- Offer referral to counseling or substance use resources

5. Coordination with Local Health and Emergency Services

- The school will coordinate with:
 - o Local public health departments for naloxone acquisition, education, and training resources
 - o Law enforcement and emergency medical services (EMS) for appropriate response protocols
- Schools may participate in opioid response networks or county overdose prevention coalitions

6. Confidentiality and Student Support

- Students involved in an opioid-related emergency or requesting help will be treated with compassion and confidentiality, and shall not face punitive discipline solely for a medical emergency.
- The school will offer connections to:
 - o Substance use counseling
 - o Mental health resources
 - o Community treatment programs

7. Legal Protection and Good Samaritan Laws

- Under California's Good Samaritan laws (Health & Safety Code §1799.102), individuals who administer naloxone in good faith during a suspected overdose are protected from legal liability.
- Students and staff are also protected when seeking emergency medical help during an overdose, even if illegal substances are involved, under AB 472 – The 911 Good Samaritan Law.

Response Procedures for Dangerous, Violent, or Unlawful Activities

All school staff must report and respond to incidents involving threats to school safety, including but not limited to acts of violence, possession of weapons, criminal behavior, gang activity, and illegal substance use. School staff will follow these procedures in collaboration with law enforcement, site administrators, and district safety teams, consistent with legal obligations and student rights.

1. Types of Dangerous or Unlawful Activities Addressed

- Physical altercations or assaults
- Threats of violence, including written or verbal threats
- Weapons possession or use
- Drug or alcohol possession or distribution
- Vandalism or destruction of school property
- Gang-related activity or intimidation
- Hate crimes or bias-motivated threats
- Sexual harassment or misconduct
- Trespassing or unauthorized individuals on campus

2. Immediate Staff Response

- Ensure safety first: Call 911 if there is an immediate threat to life or serious injury.
- Notify the principal or site administrator immediately.
- Do not attempt to physically intervene in violent altercations unless trained and it is necessary to prevent harm.
- Use the school's emergency communication system (e.g., PA system, radio, phone) to alert others if appropriate.

3. Incident Containment and Student Protection

- Move bystanders and uninvolved students to a safe area.
- If needed, initiate:
 - o Lockdown (for armed or violent intruder situations)
 - o Shelter-in-Place (for threats in the surrounding community)
 - o Evacuation (for bomb threats, fires, or hazardous materials)
- Supervise all students under staff care until the all-clear is given.

4. Notification and Coordination

- Contact appropriate agencies:
 - o Law enforcement for criminal or violent activity
 - o District office safety coordinator or student services
 - o Child Protective Services (CPS) if child abuse is suspected
 - Secure and preserve evidence (e.g., written threats, surveillance footage, contraband) without handling more than necessary.
 - Complete an incident report within 24 hours of the event.

5. Investigation and Disciplinary Response

- The site administrator will initiate an investigation per district policy.
- Disciplinary action will be taken in accordance with:
 - o California Education Code §48900–48915
 - o District disciplinary guidelines
 - o Due process rights of students
 - Law enforcement will handle any criminal charges or citations independently of school discipline.

6. Communication to Families and Community

- Parents/guardians of involved students will be notified as soon as appropriate.
- Broader communication to the school community will be coordinated by the district’s Public Information Officer (PIO) to ensure accurate, lawful, and trauma-sensitive messaging.

7. Support Services

- Provide access to:
 - o School counselors or psychologists
 - o Crisis response or mental health teams
 - o Restorative justice or conflict resolution programs (as applicable)
 - Offer debriefing and support for affected students, staff, and families.

8. Documentation and Review

- Maintain confidential records of:
 - o The incident
 - o Actions taken
 - o Law enforcement involvement
 - o Parent/guardian notifications
 - Each incident will be reviewed by the school safety committee to assess response effectiveness and update procedures if needed.

9. Prevention and Training

- Staff shall receive annual training in:
 - o De-escalation techniques
 - o Threat recognition and reporting
 - o Safe response to violent behavior
 - o Student rights and legal mandates
 - Schools shall implement:
 - o School-wide behavior expectations (e.g., PBIS)
 - o Anonymous reporting systems
 - o Early intervention protocols for students exhibiting concerning behavior

Instructional Continuity Plan

Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on June 4, 2025 and adopted by Lake Forest Elementary School on June 10, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282. This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Lake Forest Elementary School will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media
- Flyers

These communication strategies not only support emergency response efforts, but also strengthen ongoing collaboration between home and school. By prioritizing two-way communication, the Rescue Union School District ensures that families are informed, supported, and engaged—helping to foster student stability, emotional well-being, and continuity of learning throughout any disruption.

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

Lake Forest Elementary School recognizes that unforeseen events—such as power outages, natural disasters, or damage to school or district infrastructure—can significantly impact our ability to maintain consistent two-way communication with students and families. As part of our Learning Continuity Plan, we have developed contingency strategies to ensure that communication remains as accessible and responsive as possible during these challenging times.

When digital communication methods such as email, SMS, and the district website may be temporarily unavailable due to technical disruptions, our staff will activate alternative approaches and prioritize methods that do not rely on internet access or electricity. These include:

Utilizing Mobile Networks for SMS and Phone Calls: In areas where mobile service remains intact, the district will continue to use text messages and phone calls as the primary means of communication with families.

Posting Information at Central Locations: Physical flyers and notices may be posted at key community locations such as school entrances, district offices, and local gathering places when safe to do so.

Radio or Local News Alerts: If applicable and feasible, important messages may be relayed through local radio stations or community news outlets to reach a broader audience.

Coordination with Emergency Services: The district may also work with local emergency management agencies to disseminate critical information and updates to families through established public communication channels.

Home Visits in Extreme Cases: In the event of prolonged outages and when other methods are inaccessible, site administrators or designated staff may conduct wellness checks or deliver printed information directly to homes, conditions permitting and with safety as the top priority.

Through these contingency measures, Rescue Union School District strives to maintain clear and compassionate communication—even under the most difficult circumstances. These efforts reflect our unwavering commitment to student safety, continuity of instruction, and maintaining strong family-school partnerships, no matter the situation.

Support for Special Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

Lake Forest Elementary School is deeply committed to nurturing the whole child by providing comprehensive support systems that address not only academic success, but also the social-emotional and mental health needs of every student. We understand that in order for students to thrive in their learning environments—whether in person or during periods of instructional disruption—they must feel safe, supported, and connected.

To ensure our students receive the care and guidance they need, we have a well-established network of professionals across all school sites, including:

School Counselors who deliver classroom lessons, individual support, and small group counseling to promote emotional regulation, social skills, conflict resolution, and healthy decision-making.

School Behaviorists who provide targeted behavioral interventions and collaborate with staff to implement positive behavior supports and response strategies.

School Psychologists who assess and support students' learning needs, provide mental health counseling, and contribute to individualized education plans and crisis intervention efforts.

School Nurses who offer health screenings, manage chronic conditions, respond to student health concerns, and serve as critical links in coordinating care and referrals to outside providers.

Special Education Teams including teachers, instructional aides, speech and language pathologists, occupational therapists, and other specialists who work collaboratively to provide individualized services and ensure access to curriculum for students with disabilities.

In addition to individual supports, the district utilizes evidence-based programs and initiatives to create safe and inclusive school climates. These include social-emotional learning (SEL) curricula, character education, and wellness initiatives designed to build resilience, empathy, and a positive sense of self in all students.

During times of crisis or remote learning, our staff remains in close contact with families and students to ensure continuity of services. Tele-counseling, virtual IEP meetings, home check-ins, and digital learning support are all strategies used to maintain strong, student-centered connections, regardless of setting.

Through these efforts, Rescue Union School District ensures that every child—no matter their circumstances—has access to a caring, capable team of professionals dedicated to their well-being and success.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction.

As required, Lake Forest Elementary School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements.

As required, Lake Forest Elementary School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Remote Instruction

Plans for remote instruction.

As required, Lake Forest Elementary School remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

Plans for remote learning will include:

- * Daily interaction with teachers for all students,
- * Synchronous and asynchronous learning activities,
- * Standards-aligned instruction delivered through digital platforms, and
- * Regular progress monitoring and feedback to students and families.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

To ensure students can fully engage in learning, Rescue Union School District will provide both digital and non-digital instructional materials based on student needs. These materials may be distributed through:

- * On-site pickup or drive-through distribution events,
- * Delivery to homes when transportation is a barrier,
- * Downloadable resources through the district or school websites, and
- * Printed packets for families without reliable internet access.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Students will access lessons and submit assignments using familiar digital platforms:

- * Google Classroom will serve as the primary platform for all grade levels to access instructional content, submit assignments, and communicate with teachers.
- * Jupiter Ed will also be utilized at the middle school level for assignment tracking, communication, and grading.

- * Teachers and staff will provide training and ongoing support to students and families on how to navigate these platforms.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Lake Forest Elementary School provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning: In the event that a school closure extends beyond the district's capacity to resume instruction, students may be temporarily reassigned to neighboring local education agencies (LEAs). This will be done in collaboration with the El Dorado County Office of Education and surrounding districts. Procedures for temporary reassignment will include:

- * Parent and guardian notification and consent,
- * Coordination of transportation and services,
- * Continuity of academic records and supports (including IEPs and 504 Plans), and
- * Transition back to the home school once conditions allow.

These plans reflect our district's strong commitment to maintaining educational continuity, minimizing learning loss, and supporting students and families during times of uncertainty.

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Timely and transparent communication is essential during any instructional transition. To keep students, families, staff, and faculty informed:

Communication Methods: The district will use a combination of SMS (text messages), phone calls, email, Google Classroom announcements, district and school websites, social media platforms, and printed flyers when needed.

Timelines and Frequency: Major updates will be communicated within 24–48 hours of any change in instructional delivery. Ongoing updates, resources, and instructions will be provided at least weekly, with immediate alerts issued for urgent matters.

Audience-Specific Outreach: Separate communication streams will be maintained for families, students, staff, and faculty to ensure that all stakeholders receive relevant and targeted information.

Tehnological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

To support a rapid pivot from in-person to remote learning, the district has invested in tools, training, and infrastructure that prepare both students and educators for success in a digital environment.

Device Access: All students in grades 1–8 are assigned Chromebooks, while students in Transitional Kindergarten and Kindergarten have access to iPads. Devices are distributed at the start of the year and as needed during emergencies.

Internet Connectivity: The district provides support for families who lack internet access, including Wi-Fi hotspots or coordination with internet service providers for low-cost options.

Online Platforms: Students and teachers utilize Google Classroom for accessing assignments, instructional content, and class communication. Jupiter Ed is also used in middle schools for assignment tracking and communication.

Educator Readiness: Teachers receive regular professional development on digital tools, remote instructional strategies, and the implementation of Independent Study in alignment with California Education Code sections 51747 and 51749.5.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

During a shift to remote instruction, the district ensures continuity of learning by prioritizing essential academic standards and maintaining rigorous expectations.

Essential Learning Prioritization: Grade-level and subject-area teams identify standards-aligned learning objectives that are most critical for student success and progression.

Monitoring Progress: Teachers use formative and summative assessments, assignment completion rates, and direct student feedback to monitor progress and adjust instruction accordingly.

Support Services: To support ongoing learning, the district offers:

- * Virtual office hours and drop-in help sessions,
- * Scheduled check-ins for students needing additional guidance,
- * Small group or one-on-one tutoring, and
- * Continued access to intervention programs and academic specialists.

Through these coordinated efforts, Rescue Union School District ensures that all students remain connected, supported, and engaged in their learning, regardless of the instructional format. Our instructional continuity planning reflects the district's deep commitment to equity, academic excellence, and the well-being of our students.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

In the event of an emergency or disaster that prevents in-person instruction, Lake Forest Elementary School is committed to ensuring that all students, including students with disabilities, continue to have equal access to instructional resources and support. All students will transition to a robust distance learning model using district-provided Chromebooks for all students in grades 1–5 and iPads for all students in Transitional Kindergarten and Kindergarten. Online platforms such as Google Classroom, Benchmark Advance, Go Math, Twig Science, IXL, Reflex Math, and Accelerated Reader will be utilized to deliver standards-based instruction, maintain academic continuity, and differentiate support based on students' needs.

Students with disabilities will continue to receive services outlined in their Individualized Education Programs (IEPs) through virtual platforms. Special education teachers, aides, related service providers, and general education teachers will collaborate regularly via online meetings to ensure that accommodations, modifications, and direct services are maintained. IEP meetings will be held virtually to ensure ongoing compliance with IDEA requirements, and services such as speech therapy, counseling, and occupational therapy will be provided remotely when feasible.

English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

English learners (ELs) will continue to receive designated and integrated English Language Development (ELD) instruction through online small groups and individual sessions with credentialed teachers. Instruction will remain aligned to the California English Learner Roadmap Policy, ensuring students have full access to grade-level academic content, scaffolded supports to develop English proficiency, and culturally and linguistically sustaining practices. Regular monitoring of language acquisition progress will occur through formative assessments and ELPAC testing, with ongoing communication with families in their preferred languages. Through these comprehensive strategies, Lake Forest Elementary School will ensure that all students continue to learn, grow, and stay connected during emergency or disaster closures, with special attention to our most vulnerable populations.

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

The district will offer ongoing professional development focused on essential areas such as:

- * Effective Remote Instructional Strategies: Training sessions on how to engage students in a virtual environment, including best practices for synchronous and asynchronous learning.
- * Technology Tools and Platforms: Workshops and tutorials on the effective use of Google Classroom, Jupiter Ed (for middle schools), Zoom, and other digital tools used for instruction, communication, and assessment.
- * Independent Study Requirements: Guidance on meeting California Education Code sections 51747 and 51749.5, including how to implement attendance documentation, daily engagement, and student participation requirements.
- * Assessment in a Remote Environment: Strategies for administering formative and summative assessments virtually, monitoring student progress, and providing feedback to support learning.
- * Social-Emotional Learning (SEL) and Student Engagement: Training on integrating SEL practices into remote instruction to maintain student connection, well-being, and motivation.

Professional development will be offered in multiple formats—including live virtual workshops, on-demand recorded sessions, and hands-on coaching—to meet the varied needs of our educators.

Resources for Staff

To support ongoing learning and immediate application of skills, the district will provide:

- * A digital resource library with tutorials, templates, and instructional guides,
- * Access to help desks and tech support teams during instructional hours,
- * Sample lesson plans and digital curriculum resources aligned to state standards, and
- * Collaboration opportunities through professional learning communities (PLCs) to share best practices and innovative solutions.

Through these comprehensive professional learning systems and supports, Rescue Union School District ensures that teachers and staff are well-equipped to maintain instructional excellence and student engagement, even during the challenges presented by an emergency or shift to remote learning.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

In the event of an emergency or natural disaster, Rescue Union School District is committed to maintaining the physical and mental health support systems that are essential to student and family well-being. The district has developed comprehensive plans to ensure ongoing access to critical health services, educational supports, and basic needs assistance—both during in-person instruction and adapted for remote or hybrid learning environments.

Access to Physical and Mental Health Professionals

The district will continue to provide access to a full range of health professionals, including:

- * School Nurses who support the physical health needs of students, provide medication management, health screenings, and respond to medical emergencies.
- * School Counselors, Behaviorists, and Psychologists who offer mental health counseling, crisis intervention, social-emotional support, and behavioral consultation.
- * Multilingual Staff and Services: To ensure equitable access, the district will make available staff and interpreters who can provide mental health and health services in languages other than English, supporting the needs of our diverse student population.

Virtual telehealth services, phone consultations, and translated communications will be available when face-to-face services are not possible.

Plans to provide access back-up, water and medicines in the event of an emergency.

In preparation for emergencies, each school site maintains backup water supplies, non-perishable food, and essential medicines (in accordance with student health plans). Emergency supply inventories are regularly updated and reviewed, and school nurses coordinate medication needs to ensure continuity of care during extended disruptions.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Lake Forest Elementary School's plan ensures that other critical student support services continue, even during transitions to remote or hybrid learning:

- * Special Education Services: Students with Individualized Education Programs (IEPs) and Section 504 Plans will continue to receive services, supports, and accommodations through virtual meetings, teletherapy sessions, home visits (if necessary and safe), and online specialized instruction.
- * Counseling and Wellness Services: Regular check-ins, virtual counseling sessions, small group social-emotional lessons, and crisis response services will be maintained.
- * Expanded Learning (After-School Programs): If in-person after-school programs are disrupted, the district will offer virtual after-school engagement opportunities, including academic tutoring, enrichment activities, and social clubs.
- * Nutrition Services: Kitchens and food services will remain operational to the extent possible, with adaptations including grab-and-go meal distribution, meal delivery options, or other approved community meal programs for students during periods of remote learning or extended school closures.

Through these coordinated efforts, Lake Forest Elementary School ensures that every student continues to have access to the essential services they need to thrive—academically, physically, and emotionally—no matter the circumstances.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents in the development and implementation of this ICP.

Lake Forest Elementary School strongly believes that the success of the Instructional Continuity Plan relies on collaboration with all members of our school community. The development and implementation of this plan reflect the input and shared expertise of administrators, faculty, information technology staff, students, and parents, ensuring a plan that is both comprehensive and responsive to the needs of all stakeholders.

To gather meaningful feedback during the development of this plan, the district utilized several established engagement tools:

- * Culture and Climate Survey: Students across the district participated in the annual Culture and Climate Survey, providing valuable feedback on their experiences related to school safety, belonging, engagement, and emotional well-being. Their input helped shape priorities for maintaining connection and support during times of disruption.
- * LCAP Survey: Families were invited to share their perspectives through the district's Local Control and Accountability Plan (LCAP) Survey. Responses highlighted family priorities around communication, academic support, access to technology, and social-emotional learning, all of which are reflected in the plan's strategies.

* Department Services and Employee Services Surveys: Faculty and staff provided critical feedback through the Department Services and Employee Services Surveys, sharing insights into the operational needs, professional development priorities, and resources necessary to maintain instructional quality and student support during emergencies.

In addition to these surveys, School Site Councils—which include administrators, teachers, parents, and community members—were given opportunities to review, discuss, and provide input on the draft Instructional Continuity Plan. This collaborative process ensures that the voices of our school communities are not only heard but integrated into the decision-making and action steps outlined in the plan.

By incorporating this broad base of feedback, Rescue Union School District's Instructional Continuity Plan is firmly rooted in the shared commitment to providing safe, supportive, and effective learning environments for every student, even in the face of unexpected challenges.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

Lake Forest Elementary School is committed to ensuring that any return to in-person learning following a disruption due to an emergency or disaster is safe, organized, and supportive for students, staff, and families. Our decision-making will be guided by a focus on health, safety, and the well-being of our entire school community.

The following conditions must be met before reopening school sites for in-person instruction:

- * Facility Safety Inspections: School facilities must undergo thorough inspections to ensure that buildings, grounds, and essential systems (e.g., electrical, HVAC, water) are safe, operational, and compliant with local, state, and federal safety standards.
- * Clearance by Local Authorities: The district will coordinate closely with local health departments, fire marshals, and emergency management agencies to receive clearance that it is safe to reopen.
- * Availability of Essential Utilities and Supplies: Schools must have stable access to clean water, electricity, internet connectivity, and emergency supplies, including food and medical resources, to meet student and staff needs.
- * Restoration of Transportation Services: Student transportation must be available and safe to resume normal or adjusted operations to ensure access for all students.
- * Staff Readiness and Safety Measures: Adequate staffing must be in place, including access to health and support personnel. Any required health and safety measures, such as personal protective equipment (PPE), cleaning protocols, or health screenings, must also be ready for implementation if conditions warrant.
- * Communication to Families and Staff: Families, students, and employees will receive clear and timely communication outlining reopening plans, updated safety protocols, expectations for attendance, and supports available during the transition.
- * Mental Health and Academic Reentry Supports: Plans will be in place to support the emotional and academic transition back to campus, including counseling services, trauma-informed practices, and academic assessments to determine individual student needs.

In the event that full reopening is not immediately possible, the district may implement a phased reopening plan or temporary hybrid model to prioritize the return of certain groups of students first, such as those with specialized needs, early learners, or students requiring intensive support.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Lake Forest Elementary School's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Lake Forest Elementary School's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

- * School Site Councils and Advisory Committees,
- * Survey data from students (Culture and Climate Survey), families (LCAP Survey), and staff (Department and Employee Services Surveys), and
- * Input from school administrators and district leadership teams.

Procedures for Immigration Enforcement Notification

Confirmation Protocol

Detail the specific process and designated staff member (e.g., principal, superintendent) responsible for confirming the presence of immigration enforcement on the schoolsite, which triggers the notification requirement.

Site Administrative staff will confirm the presence of immigration enforcement on the school site to the Superintendent and/or Assistant Superintendent. This notification will trigger the notification requirement.

Required Notification Recipients

The procedures must ensure notification is issued to the following groups:

- Parents and guardians of pupils
- Teachers
- Administrators
- School personnel

Once notification regarding immigration enforcement on a school site is prepared, all stakeholders shall be notified, including parents and guardians, all school site staff (certificated and classified), and administrators.

Notification Timing

Specify the timeline for issuing notification following confirmation, ensuring it aligns with safety goals and minimizes panic.

The site administrator will complete an Immigration Notification Incident Report noting date, time, officer names, documents presented, and actions taken and will submit to the District Office within 24 hours. The notification will be issued to all stakeholders as soon as possible of any immigration enforcement request or contact involving their student, unless prohibited by law.

Safety and Well-being Standard

The content and timing of the notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite.

The safety of students will take precedence over communication. Once safety and an orderly environment have been secured, detailed communication will be sent to all stakeholders that has been approved by the Superintendent or designee.

Privacy Constraint

The notification shall not include any personally identifiable information.

The District shall not release student records or personal information without legal verification and approval by the District Superintendent or Assistant Superintendent, per FERPA and Ed Code §49076.

Notification Methods

Specify the secure methods used for two-way communication to reach the required recipients, such as mass communication systems, email, or school portals, and detail how these methods are maintained.

Communication may be done through Catapult emails, text messages, or phone calls. Additionally, Google Classroom and/or Jupiter Ed may be used at the middle school level.

Resource Provision (Optional but Encouraged)

The notification may include a hyperlink to additional resources for families regarding:

- Educational rights
- State laws that protect parents' and students' privacy and confidentiality
- Counseling or support services (including services that support families impacted by immigration enforcement and model policies adopted by the LEA).

Communication will be limited to information regarding the ICE visit.

Annual Evaluation

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

Public Availability

An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

The School Site Safety plan is available by request only.

State Guidance

Compliance with this plan should align with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website

Safety Plan Review, Evaluation and Amendment Procedures

The Lake Forest Elementary School comprehensive safety plan will be reviewed, evaluated and amended (if necessary) in January each year.

Pursuant to Education Code Section 35294.6(a), the Rescue Union School District adopts this comprehensive school safety plan at a regular meeting of the Board of Trustees. An opportunity for public comment will be provided during this meeting, prior to the plan's adoption.

Safety Plan Appendices

Emergency Contact Numbers

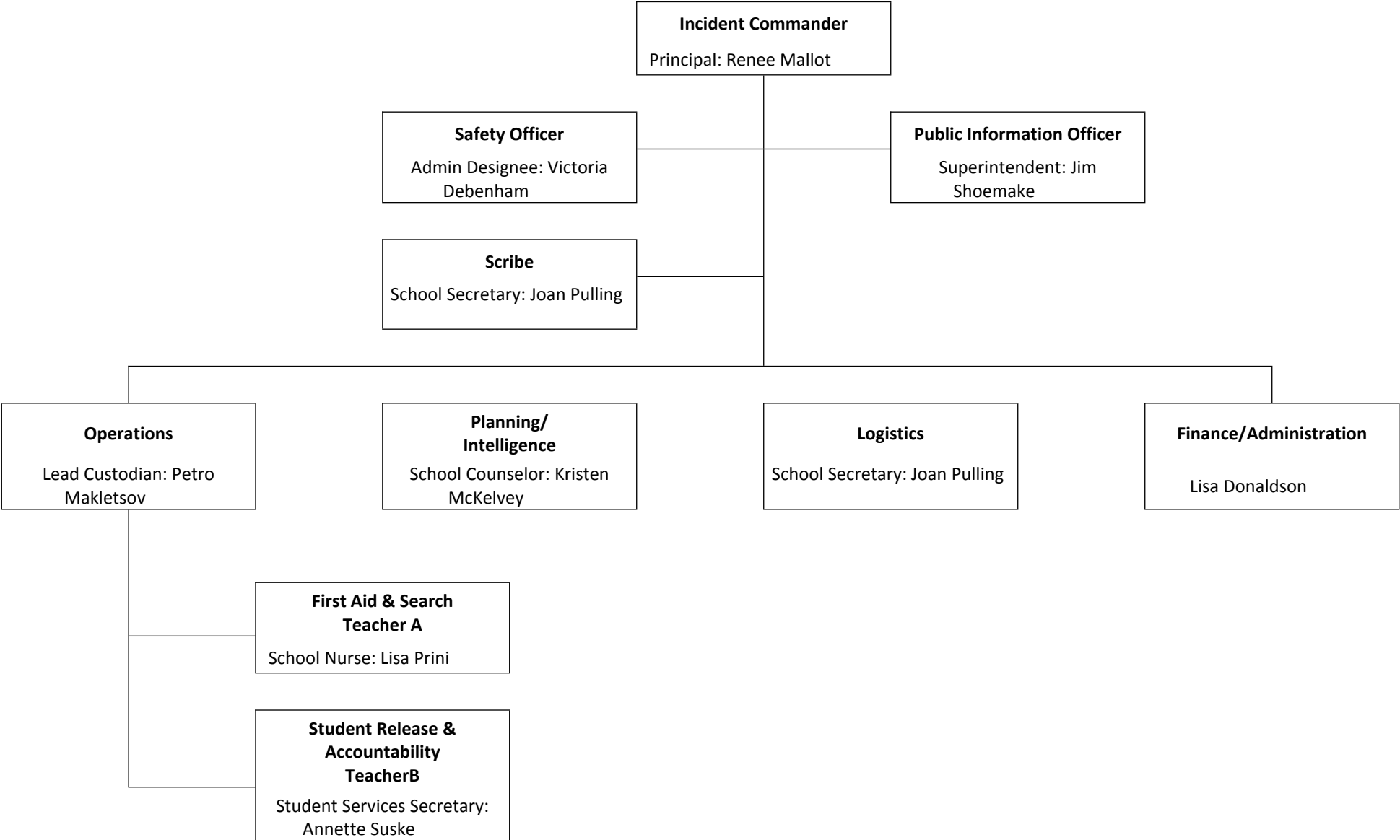
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Rescue Fire Department	530-626-4911	
Law Enforcement/Fire/Paramedic	El Dorado Hills Fire Department	916-933-6623	
Law Enforcement/Fire/Paramedic	Sheriff's Office	530-621-6600	
School District	RUSD District Office	530-677-4461	
School District	RUSD Transportation	530-672-4310	
School District	RUSD Food Service	530-672-4466	
School District	RUSD Facilities/Maintenance	530-672-4300	
School District	RUSD Technology	530-672-4841	
School District	RUSD Special Services	530-672-4830	
Local Hospitals	Marshall Medical Center	530-622-1441	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Safety Team Meeting: Lake Forest Safety Plan Review	January 22, 2026	Safety Plan
School Site Council: Lake Forest Safety Plan Review	November 3, 2025	Safety Plan
School Board Meeting: Lake Forest Safety Plan Review	February 2026	Agenda

Lake Forest Elementary School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

The first response to an emergency is to determine the type of emergency that has occurred. Procedures for several different types of emergencies are listed in the following section.

Step Two: Identify the Level of Emergency

The second step in responding to an emergency is to determine the level of emergency. To assist schools in classifying emergency situations there is a three tiered rating below:

- **Level 1 Emergency:** A minor emergency that is handled by school personnel without the assistance from outside agencies, e.g., a temporary power outage, a minor injury during PE.
- **Level 2 Emergency:** A moderate emergency that requires assistance from outside agencies, such as a fire or an injury which requires an ambulance.
- **Level 3 Emergency:** A major emergency event that requires assistance from outside agencies such as a major earthquake, a civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

Step Three: Determine the Immediate Response Action

Once the type and extent of an emergency have been identified, school personnel can determine if an immediate response action is required. The most common immediate response actions initiated during school emergencies are:

- **Duck and Cover:** Students and staff protect themselves by crouching under a table, desk, or chair until the danger passes.
- **Shelter in Place:** Students and staff are kept indoors in order to isolate them from the outdoor environment.
- **Lock Down:** Students and staff are kept in a designated locked area with blinds closed and lights off and sitting quietly until danger has passed, such as an intruder being on campus.
- **Evacuate Building:** Students and staff are escorted outside to an assembly area if it has been determined that it is too dangerous to remain indoors. Assist individuals who are unable to evacuate on their own to the best of your ability.
- **Evacuate Campus:** Students and staff are escorted to an off-site assembly area if it has been determined that it is too dangerous to remain on campus. Assist individuals who are unable to evacuate on their own to the best of your ability.
- **All Clear:** Notification is given that normal school operations should resume.

Step Four: Communicate the Appropriate Response Action

Once the type of immediate response action is determined, the incident commander must immediately inform the site's staff which response action to take. The most important method of communication depends on the response action selected. When announcing what response to take, avoid codes, jargon, or any other potentially confusing vocabulary. Be calm, direct, and clear in your announcements.

- **Duck and Cover:** Immediately use the site's school-wide communication system to instruct students and staff to protect themselves by moving into a "duck and cover" position by crouching under a table, desk, or chair until the danger passes.

Time is the most urgent matter with this response action as the emergency may take place before the announcement can be made. However, do not assume that all members of the site are already in a "duck and cover" position. Make the announcement even if the immediate crisis has passed.

- **Shelter in Place:** Immediately use the site's school-wide communication system to instruct students and staff that they are to stay indoors until further notice, even if the heating and air conditioning system is disabled.
- **Lock Down:** Immediately use the site's school-wide communication system to instruct staff to lock all exterior doors, to close any open windows along with blinds, and to keep students as far away as possible from any windows until further notice.
- **Evacuate Building:** Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the sites outside assembly area. Assist individuals who are unable to evacuate on their own to the best of your ability.
- **Evacuate Campus:** Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the sites outside assembly area. From there, notify staff and students using a bullhorn that it has been determined that it is too dangerous to remain on campus. Provide instructions on how staff and students will be relocated. Assist individuals who are unable to evacuate on their own to the best of your ability.

Types of Emergencies & Specific Procedures

Aircraft Crash

If an aircraft crashes ON CAMPUS:

- * Sound the fire alarm (if there is no explosion or ongoing danger that would make evacuation hazardous).
- * Call 911 immediately, reporting:
 - * The location and nature of the crash
 - * Any observed injuries or fire
 - * The presence of fuel leaks, smoke, or hazardous materials
- * Evacuate the area quickly and calmly using established evacuation routes, avoiding the crash site.
- * Teachers take emergency backpacks and student rosters.
- * Admin or designee initiates the Incident Command System (ICS) and assumes the role of Incident Commander until relieved by emergency personnel.
- * School staff secures perimeter and prevents re-entry to the crash site.
- * First aid is administered to the injured until professional help arrives.

If an aircraft crashes NEAR CAMPUS:

- * Assess proximity to school and determine risk of fire, explosion, or hazardous materials.
- * Move students and staff indoors if the crash is near but poses no immediate threat.
- * Close windows and doors. Shut down HVAC system if there is smoke or chemical odor.
- * Prepare for potential evacuation if instructed by emergency services.
- * Maintain communication with district officials and local emergency responders.

2. Shelter-in-Place (if needed)

If there is a danger from airborne toxins or fire:

- * Announce: "Shelter-in-Place. This is not a drill. Please proceed indoors and seal all windows and doors."

Turn off air-handling systems.

- * Keep students calm and inside until all-clear is given.

Animal Disturbance

1. Identification of Threat

- * Any staff member or student who observes an animal that poses a threat should immediately notify the main office.
- * Do not approach or attempt to capture the animal.
- * Take note of the animal's type, location, behavior, and direction of movement.

2. Immediate Actions by School Staff

If the animal is ON CAMPUS and poses a danger:

- * Announce a "Shelter-in-Place" over the intercom:
"Shelter-in-Place. There is an animal on campus. Please remain indoors and secure all doors and windows. This is not a drill."
- * Close and lock all doors and windows; bring students inside from playgrounds, fields, and lunch areas.
- * Keep students away from windows and glass doors.
- * Alert district office and animal control (or local law enforcement if necessary).
- * Designate a staff member to monitor the animal from a safe distance and report its movement.

If the animal is OFF CAMPUS but nearby:

- * Limit outdoor activity until the situation is resolved.
- * Maintain supervision and prevent students from approaching or interacting with the animal.
- * Keep communication open with local authorities regarding the animal's location and behavior.

3. Communication

- * Use internal radios or the intercom system to coordinate staff communication.
- * Notify parents/guardians if the incident significantly disrupts the school day or poses risk.

- * Use discretion when notifying students to avoid unnecessary panic.

4. Resolution

- * Wait for animal control officers to capture or remove the animal.
- * Do not resume outdoor activities until the all-clear is given by administration.
- * If injuries occur, follow first aid and emergency medical response protocols.

Armed Assault on Campus

1. Identification of Threat

- * Any student or staff member who sees or suspects an armed individual must immediately notify the office or call 911 if safe to do so.
- * Provide as much information as possible:
 - * Description of the individual(s) and weapon(s)
 - * Location and direction of movement
 - * Any injuries observed

2. Immediate Actions

If an Armed Individual is ON Campus:

- * Initiate Lockdown immediately using intercom or PA system:
 - “ Lockdown. Lockdown. This is not a drill. Armed intruder on campus. Follow lockdown procedures immediately.”
- * Call 911 and provide location, description, and actions of the suspect.
- * Activate the Incident Command System (ICS) and assign emergency roles (if safe to do so).
- * All classrooms and offices should immediately:
 - * Lock doors and turn off lights
 - * Instruct students to move away from doors/windows and remain quiet
 - * Silence cell phones
 - * Barricade doors if possible and safe
 - * Remain in place until law enforcement arrives and gives the all-clear

If an Armed Individual is NEAR Campus:

- * Initiate Secure Campus procedure (formerly known as "lockout"):
 - “Secure Campus. This is not a drill. There is police activity near campus. Please remain inside. Lock all doors and windows.”
- * Continue instructional activities indoors
- * Do not allow anyone to leave or enter the campus until cleared by law enforcement

3. Staff Responsibilities

- * Teachers are responsible for securing their rooms and maintaining student accountability.
- * Office staff not in immediate danger will assist with:
 1. Emergency communications
 2. Contacting law enforcement and district officials
 3. Locking exterior gates and entrances if safe
- * Custodial and support staff will assist only if safe; otherwise, they must also secure themselves in the nearest safe location.

4. Communication

- * Use emergency notification systems (e.g., Catapult) to inform parents:
 - * Only when it is safe and information is verified
 - * Emphasize not to come to campus during the incident
 - * Coordinate directly with law enforcement on all public information releases.

Biological or Chemical Release

1. Types of Threats Covered

- * Chemical spill or gas leak (e.g., chlorine, ammonia)
- * Pesticide or hazardous material exposure
- * Suspicious powder or substance (potential bioterrorism agent)

- * Airborne contaminant from industrial accident or nearby traffic accident

2. Initial Response and Identification

- * Any person identifying a suspicious substance, strong odor, or unusual symptoms (e.g., coughing, burning eyes) must immediately:
- * Notify the main office or administrator
- * Call 911 if a release is suspected or confirmed

DO NOT touch or attempt to clean up the substance.

Note the location, appearance, and odor of the substance (if known) and relay to emergency responders.

3. Immediate Actions by Administration

If the release is OUTSIDE the school:

Initiate Shelter-in-Place:

“Shelter-in-Place. There is a chemical hazard in the area. Please proceed indoors and seal windows and doors. This is not a drill.”

- * Close all windows, doors, and air vents.
- * Shut down HVAC systems to prevent outside air from entering.
- * Move students to interior rooms if possible.
- * Keep staff and students calm and await further instructions from emergency officials.

If the release is INSIDE the school:

Initiate Evacuation if it is safe and the location of the release is contained:

- * Evacuate away from the affected area using pre-determined safe routes.
- * Do not evacuate into a contaminated area.
- * If evacuation is unsafe, shelter-in-place in rooms farthest from the affected area and seal rooms.
- * Call 911 and report the situation immediately.
- * Contact district office and environmental health services as needed.

4. Staff Responsibilities

Teachers:

- * Take roll and maintain supervision
- * Keep students calm and informed
- * Seal windows and doors with available materials (plastic sheets, towels)

Office staff:

- * Relay updates to staff
- * Monitor communication with 911 and public safety

Custodial staff:

- * Assist with HVAC shutoff and facility control, if safe

5. Communication

- * Notify parents/guardians using the school’s emergency communication system (e.g., Catapult) when it is safe to do so.
- * Emphasize the need to not come to the school until instructed.

Follow public health guidance and coordinate messaging with local authorities (e.g., county emergency management, fire, hazmat teams).

6. Medical and Decontamination

If exposure is suspected:

- * Move affected individuals to a designated decontamination area or as directed by authorities.

- * Administer basic first aid if necessary, avoiding contact with contaminants.
- * Await arrival of hazardous materials response team for professional evaluation and treatment.

Bomb Threat/ Threat Of violence

1. Identification of Threat

If a bomb threat is received by phone:

- * Remain calm and keep the caller on the line as long as possible.
- * Use the Bomb Threat Checklist to gather information (e.g., caller's voice, background noise, exact words, time of call).
- * Signal another staff member to call 911 while the call is still in progress, if possible.

If the threat is written, emailed, or discovered:

- * Do not touch or disturb the message.
- * Call 911 immediately.
- * Notify the principal or site administrator.
- * Preserve evidence by saving or photographing the message if digital.

2. Immediate Administrative Actions

- * Call 911 and report the threat.
- * Activate the Incident Command System (ICS).
- * Do not use radios or cell phones near a suspected device to avoid triggering it.
- * Consult with law enforcement before deciding to evacuate or shelter in place.

3. Evacuation or Shelter-in-Place Decision

Follow the direction of law enforcement or fire officials.

If evacuation is ordered:

- * Use primary evacuation routes unless a specific threat location is known—then use alternate routes.
- * Teachers bring emergency backpacks and student rosters.
- * Avoid any suspicious packages or items.
- * Leave doors and windows open to reduce blast damage.
- * Move to predesignated evacuation site at a safe distance from buildings.

If shelter-in-place is ordered:

- * Secure all classrooms.
- * Keep students quiet and away from windows and exterior walls.
- * Prepare for a possible evacuation or extended stay.

4. Staff Responsibilities

Teachers:

- * Maintain student supervision and accountability.
- * Take roll at evacuation site or during shelter-in-place.
- * Report any suspicious objects to administration without touching them.

Office and Admin:

- * Coordinate with law enforcement and district safety officials.
- * Handle parent communications.
- * Document the timeline and nature of the threat.

5. Communication

- * Use district-approved emergency communication tools (e.g., Catapult) to inform families:

- * Only when cleared by law enforcement.
- * Provide accurate updates and instructions for reunification if necessary.
- * Do not release unverified information or speculate on the threat's validity.

Bus Disaster

1. Immediate Actions by Bus Driver (If Incident Occurs While En Route)

In Case of Collision or Serious Emergency:

- * Stop the bus in a safe location, if possible.
- * Turn off the engine to reduce fire risk.
- * Assess the situation for injuries, fire, or other dangers.
- * Call 911 to report the emergency and request medical or police assistance.
- * Contact school transportation dispatch and report:
 - Location (nearest intersection, highway mile marker, etc.)
 - Number of students
 - Type of emergency or injuries
- * Keep students calm and seated unless it is unsafe (e.g., smoke, fire, risk of explosion).
- * Evacuate the bus if there is imminent danger using front/rear/side exits as appropriate.
- * Administer first aid if trained and necessary.

2. Immediate Actions by School Administration

Upon Notification of Bus Disaster:

- * Activate the Incident Command System (ICS).
- * Designate a School Incident Commander and assign staff roles (communications, reunification, etc.).

Notify:

- * Emergency responders (if not already contacted)
- * District office/transportation director
- * Parents/guardians via emergency communication systems
- * Dispatch school personnel to the scene, if safe and appropriate, to support responders and students.

3. Staff Responsibilities at the School Site

- * Prepare for student reception if students are returning to campus after the incident.
- * Set up a Reunification Area for parents if needed.
- * Deploy counselors and support staff to assist affected students and staff.
- * Document all actions taken and maintain a log for official reports.

4. Medical & Safety Response

- * Ensure all injured students and staff receive appropriate medical treatment.
- * Record:
 - Names of all passengers
 - Location and nature of any injuries
 - Treatment provided and hospital transport details
- * Maintain clear communication with emergency personnel on scene.

Disorderly Conduct

1. Definition of Disorderly Conduct

Disorderly conduct may include:

- * Verbal threats or aggression
- * Physical fights or altercations
- * Unruly behavior during school events or in common areas
- * Trespassing or refusal to comply with staff instructions
- * Threats to staff or students without a visible weapon

2. Initial Staff Response

- * Stay calm and assess the situation. If there is no immediate threat to safety, use de-escalation techniques.
- * If the situation escalates or involves violence, call the office or dial 911 immediately.
- * Do not attempt to physically intervene unless trained and the situation requires immediate protection of life.
- * Clear the area of bystanders and students if possible.
- * Notify school administration as soon as it is safe to do so.

3. Administrative Actions

- * Administrator or designee responds to the scene with support staff.
- * If behavior is dangerous or threatening:
 - Call 911 if not already done
 - Activate Lockdown if the threat escalates to physical violence or potential weapon use
 - Ensure student and staff safety is maintained above all.

4. Lockdown or Shelter-in-Place (if necessary)

- * If the individual poses an immediate threat and cannot be isolated:
- * Initiate Lockdown for entire school or affected area
- * Keep students behind locked doors and away from windows.
- * Wait for law enforcement to secure the scene and give the all-clear.

5. Communication

- * Notify district office and appropriate school safety personnel.
- * Use emergency communication system (Catapult.) if incident impacts student safety or causes significant disruption.
- * Share accurate and timely updates with staff and parents once verified by administration.

6. Incident Follow-Up

- * Debrief with staff and witnesses involved.
- * Offer mental health and counseling support for affected students and staff.
- * Conduct a threat assessment if the individual is a student.
- * Determine appropriate disciplinary action in accordance with district policies and Ed Code.

7. Documentation and Reporting

Complete incident report detailing:

- * Nature of the behavior
- * Staff response
- * Law enforcement involvement
- * Student/staff impact

Submit documentation to the district office and retain for legal and safety reviews.

8. Prevention and Training

Provide annual training to staff on:

- * De-escalation techniques
- * Identifying early signs of aggressive behavior
- * Emergency response protocols
- * Encourage positive behavior interventions and supports (PBIS) and restorative practices to reduce incidents.
- * Maintain a Visitor Check-In/Check-Out system and staff visibility in high-traffic areas.

Earthquake

Earthquake Procedures:

1. Intense shaking occurs.
2. Teacher gives command "DROP".
3. Staff and student follow Drop, Cover and Hold on procedures.
4. Wait for shaking to stop.

5. Check for injuries and/or trapped individuals. If any individuals are trapped assure them help will be forthcoming.

6. After checking for blocked exits, give command to evacuate.

Drop, Cover and Hold on Procedures:

Drop, Cover and Hold on may be used when there is a danger to students and staff of being injured by debris. Students are trained to go under desks and/or tables cover your head and neck with one arm and hold on to furniture leg with the other arm for protection. Procedures are as follows:

If inside a building or classroom:

- * Get under desk or piece of furniture as a shield
- * Drop to your hands and knees with your back to the window.
- * Make body as small as possible.
- * Cover your head and neck with one arm and hold on to furniture leg with the other arm.
- * Keep eyes closed.
- * If an earthquake, hold on until the shaking stops.
- * Wait for further instructions.

If outside of school buildings:

- * Get clear of all buildings, power lines, light poles or sources that may be dangerous.
- * Lie flat with chest down and back up with face away from dangerous hazards.
- * Cover head, face as much skin surface as possible.
- * Keep eyes closed.
- * Wait for further instructions.

When safe to do so, follow evacuation procedures

Explosion or Risk Of Explosion

1. In the Event of an Actual Explosion

Immediate Actions

- * Duck and cover: Instruct students and staff to take cover under desks, away from windows and overhead hazards.
- * Once safe, evacuate the building immediately, unless evacuation routes are unsafe.
- * Do not use fire alarms if you suspect an explosive device—it could trigger another detonation.
- * Call 911 and report the explosion, including:
 - Location and extent of the damage
 - Known injuries
 - Suspicious circumstances (e.g., if a device was seen before the explosion)
- * Notify school administration and activate the Incident Command System (ICS).

Evacuation Guidelines

Teachers:

- * Take emergency go-bags and student rosters.
- * Lead students calmly to the pre-designated evacuation area.
- * Avoid touching or walking near any suspicious object.
- * Take attendance and report missing or injured students to incident command.

Admin:

- * Confirm the location is safe before directing evacuation.
- * Coordinate with fire, law enforcement, and EMS upon arrival.
- * Ensure gates are unlocked for emergency vehicle access.

2. In the Event of a Risk or Threat of Explosion

Examples of Possible Threats:

- * Suspicious package or device
- * Gas leak or strong chemical odor

- * Bomb threat or warning call
- * Spark or fire near hazardous materials

Immediate Actions

- * Call 911 and report the suspected threat.
- * Do NOT touch or move suspicious objects.
- * Do NOT use cell phones or two-way radios near the object.
- * Notify district office and initiate ICS.

Evacuation or Shelter Decision

- * Only evacuate if the area outside is confirmed safe.
- * Use routes away from the suspected device or hazard.
- * If the threat is outdoors or uncertain, initiate Shelter-in-Place:
"Shelter-in-Place. This is not a drill. Please remain indoors. Close and lock doors and windows. Do not use cell phones."

3. Communication

- * Use PA system or messengers to communicate instructions clearly.
- * Notify parents using emergency notification systems only after verifying the situation with law enforcement.
- * Designate a Public Information Officer (PIO) to coordinate with media and law enforcement.

4. Medical and Safety Response

- * Provide first aid to the injured until EMS arrives.
- * Move injured individuals only if necessary to prevent further harm.
- * Maintain a log of all affected individuals (injured, missing, treated, transported).

Fire in Surrounding Area

1. Initial Identification and Notification

The principal or designee confirms the incident with:

- * Local fire department or CAL FIRE
- * Law enforcement or Office of Emergency Services (OES)
- * District safety office

Monitor updates via:

- * Emergency alert systems (e.g., NOAA Weather Radio, local news)
- * District communication channels
- * Air quality monitoring services (e.g., AQI from AirNow)

2. Immediate Administrative Actions

If there is NO immediate threat to the campus:

- * Announce Shelter-in-Place (if smoke or ash is present):
"Shelter-in-Place. There is a fire in the surrounding area. Please stay indoors. Close windows and doors. This is not a drill."
- * Shut off HVAC systems to prevent smoke from entering.
- * Cancel all outdoor activities, including recess, PE, and after-school sports.
- * Move all students and staff indoors.
- * Limit classroom transitions and keep students in their current locations if possible.

If the fire is approaching the school or evacuation is advised:

- * Coordinate with local emergency services before initiating evacuation.
- * Use pre-identified evacuation routes that avoid exposure to fire or smoke.
- * Prepare for possible relocation to an off-site reunification center if needed.

3. Staff Responsibilities

Teachers:

- * Close windows and doors.
- * Take roll and monitor student health (especially those with asthma or respiratory issues).
- * Keep students calm and informed.

Office/Admin Staff:

- * Maintain open communication with district and emergency services.
- * Prepare emergency go-kits and evacuation rosters in case relocation is necessary.
- * Monitor phone lines and parent inquiries.

4. Communication

- * Use emergency notification systems (e.g., Catapult) to notify families:
 - Status of fire and school operations
 - Any changes to pickup times or transportation
 - Instructions not to come to campus unless directed
- * Coordinate public messaging with the district's Public Information Officer (PIO) and local authorities.

5. Transportation

Work with district transportation to:

- * Re-route buses if roads are closed or conditions are unsafe.
- * Adjust bell schedules or release times as needed.
- * Ensure bus drivers are updated on air quality and visibility concerns.

6. Student Health Monitoring

- * Notify school nurse and office staff to monitor students for:
 - Respiratory distress
 - Headaches, dizziness, or eye irritation
- * Provide access to asthma inhalers or emergency medication as needed.

Fire on School Grounds

Fire Procedures

If you see smoke, fire or if the fire alarm sounds:

Procedure for During Class Time:

1. Teachers:

- o Grab your keys, device and Emergency Bag/Backpack.
- o Check that all exits are clear. If exits are blocked, find alternate exit route.
- o Staff exit the room with students, check that all students are out of the classroom and leave door closed and unlocked and report to the primary evacuation location unless directed to go to a secondary location. (See Evacuation Map)
- o Activate fire alarm pull station if nearby and the alarm is not yet sounding.

2. Students exit the classroom and WALK in an orderly line.

3. NO TALKING IS PERMITTED.

4. Once in the evacuation area and it is safe to do so, teachers take roll and account for each student via Catapult EMS. Account for all students who were present at time of role. The office accounts for absent students that are marked absent in Catapult.

5. Students in classrooms other than their own are to remain with that class until given permission to rejoin their class by both teachers.

6. Students remain in orderly and silent lines until the all clear signal is given.

7. P.E. Classes: Teacher/supervising adult:

- o Stop activity
- o Organize class into silent and orderly lines
- o Lead class to evacuation area.

NOTE: Elevators are not to be used during fire evacuations. Use an alternate route.

Procedure Used Before School, During Lunch and Recess:

1. Students WALK to the designated evacuation area.
2. Students wait in orderly and silent lines for their teacher/supervising adult to give further instructions.

ALL SCHOOL PERSONNEL, CERTIFICATED AND CLASSIFIED ARE TO PARTICIPATE IN ALL FIRE DRILLS

Parents, guests and community people on the grounds during a drill must participate.

Using a Fire Extinguisher

Rescue Union School District provides fire extinguisher training to faculty and staff upon being hired and annually. (California Code of Regulations: Title 8, §6151. Portable Fire Extinguishers. Section G.)

During the beginning stages of a fire:

1. Pull the fire alarm (This will notify the Fire Department automatically)
2. Identify a safe evacuation path before approaching the fire. Do not allow the fire, heat, or smoke to come between you and your evacuation path.
3. Evacuate students from the room and line up outside of the classroom then, if safe to do so, the teacher/staff member may attempt to put out the fire with a fire extinguisher.
4. Discharge the extinguisher within its effective range using the P.A.S.S. technique:
Pull, Aim, Squeeze, and Sweep.
5. Back away from an extinguished fire in case it flames up again.
6. Evacuate immediately if the extinguisher is empty and the fire is not out.
7. Evacuate immediately if the fire progresses.
8. After you evacuate, call 911, if appropriate.

If evacuation is necessary, follow evacuation procedures.

Most fire extinguishers operate using the following P.A.S.S. technique:

1. PULL... Pull the pin. This will also break the tamper seal.
2. AIM... Aim low, pointing the extinguisher nozzle (or its horn or hose) at the base of the fire.
NOTE: Do not touch the plastic discharge horn on CO2 extinguishers, it gets very cold and may damage skin.
3. SQUEEZE... Squeeze the handle to release the extinguishing agent.
4. SWEEP... Sweep from side to side at the base of the fire until it appears to be out. Watch the area. If the fire re-ignites, repeat steps 2 - 4.

If you have the slightest doubt about your ability to fight a fire....EVACUATE IMMEDIATELY!

Flooding

1. Initial Assessment and Notification

* Monitor flood warnings through:

- National Weather Service (NWS)
- Local Office of Emergency Services (OES)
- Emergency alert systems and district notifications

* Site administrator evaluates:

- Current and projected flood levels
- Access to campus and road conditions
- Impact on utilities and infrastructure

2. Administrative Actions

* Activate the Incident Command System (ICS).

* Notify:

- District office
- Local emergency management and public works

- School transportation department
- * Postpone or cancel outdoor activities if flooding is possible.
- * Consider early release or delayed dismissal if conditions worsen.

3. If Flooding is Occurring or Imminent

Shelter-in-Place (if evacuation is unsafe):

“Shelter-in-Place. Please stay indoors. Do not leave the building until further notice.”

- * Move students and staff to higher floors or elevated areas.
- * Turn off electrical equipment if instructed and safe to do so.
- * Block door gaps and cover vents if water begins to enter.
- * Avoid all contact with flood water due to contamination risks.

Evacuation (only if directed and safe):

- * Use pre-identified alternate evacuation routes that avoid low-lying or flooded areas.
- * Do not allow students to walk through moving water.
- * Teachers bring emergency go-bags and student rosters.
- * Account for all students at the evacuation site.

4. Transportation Adjustments

- * Coordinate with the transportation department to reroute or delay buses.
- * Avoid roads known to flood or currently closed by emergency services.
- * Consider relocating students to an alternate safe location if return home is unsafe.

5. Communication

- * Notify parents/guardians through approved channels (Catapult):
 - Flood status and student safety
 - Adjusted release, transportation, or relocation details
 - Instructions not to drive to campus unless directed
- * Coordinate public messaging with district PIO and emergency authorities.

6. Medical and Safety Considerations

- * Monitor students with asthma or health concerns, as mold or water contamination may impact air quality.
- * Avoid contact with:
 - Electrical outlets or waterlogged electronics
 - Contaminated water
- * Keep emergency medical kits and flashlights accessible.

Loss or Failure Of Utilities

1. Types of Utility Failures Covered

- * Power outage
- * Water supply failure or contamination
- * Natural gas leak
- * Loss of heating, air conditioning (HVAC)
- * Loss of internet or phone service

2. Initial Actions Upon Detection

Power Outage:

- * Notify the principal or designee and the district maintenance department.
- * Turn off electrical devices and equipment to prevent damage when power is restored.
- * If it's safe, open blinds/windows to provide light and ventilation.
- * Use battery-powered flashlights (not candles).
- * Monitor emergency radio or communication devices for updates.
- * District office to provide a generator for office phones and computer use for front office staff

Water Outage or Contamination:

- * Stop use of all water (sinks, fountains, restrooms).
- * Notify staff and restrict water access.
- * Provide bottled water and portable sanitation if possible.
- * Contact district maintenance and local public health authorities.

Gas Leak (Suspected or Confirmed):

- * Do not operate light switches or electronic devices.
- * Evacuate the affected building(s) immediately.
- * Call 911 and district maintenance.
- * Notify utility provider (e.g., PG&E or SoCalGas).
- * Initiate Lockout or Evacuation depending on the threat level.

3. Communication Protocols

- * Use alternative communication methods (e.g., two-way radios, cell phones) if phones or internet are down.
- * Notify:
 - District office
 - Parents/guardians (when safe and appropriate)
 - Local utility providers
- * Provide regular updates through available channels (email, text, intercom, PA system).

4. Shelter-in-Place or Evacuation Decision

- * If the outage poses no immediate danger: Shelter-in-Place and monitor conditions.
- * If the environment becomes unsafe or unsanitary (e.g., extreme heat, no running water, gas odor):
- * Consider evacuation or early release in coordination with the district and emergency services.
- * Initiate notification for early student dismissal (early end of school) if needed.

5. Classroom and Student Supervision

- * Continue supervision and instruction as safely possible.
- * Use alternative, non-digital learning materials if power/internet is down.
- * Keep students indoors or in safe, designated areas unless otherwise directed.
- * Monitor students with medical needs (e.g., medication storage that requires refrigeration, oxygen equipment).

6. Food Services

- * Coordinate with nutrition services staff:
 - Halt meal service if food safety standards cannot be maintained (e.g., no refrigeration, no clean water).
 - Use pre-packaged meals or snacks if available.

7. Early Dismissal (if necessary)

- * Notify families through the emergency system with instructions for early pickup.
- * Follow Student Release/Reunification Plan:
 - Verify ID before releasing students.
 - Keep logs of all released students.

8. After-Action and Recovery

- * Work with the district and utility companies to restore services.
- * Assess impact on school operations, learning loss, and food safety.
- * Provide counseling and support if the outage caused disruption or fear.
- * Review and update emergency protocols as needed.

9. Preparedness Measures

- * Maintain emergency supplies in every classroom, including:
 - Flashlights, batteries, bottled water, non-perishable snacks, blankets
- * Back up critical systems and files if applicable.
- * Post emergency procedures near phones and electrical panels.

- * Conduct regular drills that include utility outage scenarios.

Motor Vehicle Crash

1. Types of Incidents Covered

- * Vehicle crashes into a school building, fence, or campus area
- * School bus or school vehicle collision
- * Vehicle accident near school grounds involving students or staff
- * Pedestrian struck by a vehicle near or on campus

2. Immediate Actions by Witness or Staff Member

- * Call 911 immediately, provide:
 - Location of the crash (address or landmark)
 - Type of vehicles involved
 - Injuries or hazards (e.g., fire, fuel leak)
- * Notify the principal or site administrator.
- * Do not move injured persons unless they are in immediate danger (e.g., from fire).
- * Keep students and staff away from the scene.
- * Provide basic first aid only if trained and it is safe to do so.

3. Administrative Actions

- * Activate the Incident Command System (ICS).
- * Assign staff to:
 - Direct emergency responders to the scene
 - Supervise nearby students
 - Manage communication with district and parents
- * If the incident involves a school bus, coordinate with the transportation department to verify passenger lists and notify families.

4. Student and Staff Safety

- * If students were involved or witnessed the crash:
 - Move them to a secure and supervised area.
 - Account for all students using attendance rosters.
 - Keep them away from emergency responders unless needed for medical evaluation.
- * Provide support to any students who may be in shock or distress.

5. Scene Security and Hazards

- * Prevent anyone from entering the crash zone, especially if:
 - There is leaking fuel
 - Downed power lines are present
 - Airbags have deployed or smoke is visible
- * Do not allow staff or students to photograph or post about the crash on social media.

6. Communication Protocols

- * Notify:
 - District office
 - Transportation department, if a school vehicle is involved
 - Parents/guardians if students are injured or affected
- * Use official messaging platforms (ParentSquare, Blackboard, etc.) to avoid misinformation.
- * Designate a Public Information Officer (PIO) to handle media if needed.

Pandemic

1. Coordination and Planning

- * Follow guidance from:
 - California Department of Public Health (CDPH)

- Local County Public Health Department
- Centers for Disease Control and Prevention (CDC)
- California Department of Education (CDE)

* Activate the School Pandemic Response Plan and the Incident Command System (ICS).

* Designate a School Site Health Liaison to coordinate with district and public health officials.

2. Preventative Measures and Campus Health Protocols

* Implement public health protocols as required:

- Handwashing, respiratory hygiene education
- Regular cleaning and disinfection of high-touch surfaces
- Physical distancing (as feasible)
- Required or optional mask usage depending on health orders
- Isolation of symptomatic individuals

* Post signs throughout campus reminding of hygiene protocols and symptoms of illness.

3. Symptom Screening and Reporting

* Daily symptom checks for students and staff as recommended.

* Staff and students should stay home if sick or exhibiting symptoms.

* Report confirmed cases to local health officials per legal requirements (e.g., Cal/OSHA and FERPA compliance).

* Track absences and illness trends for early outbreak detection.

4. Response to Confirmed Case or Exposure

* Isolate the affected individual in a designated quarantine room and send them home as soon as possible.

* Identify and notify close contacts based on current public health definitions.

* Follow current quarantine/isolation guidelines (may vary based on vaccination status and variant severity).

* Communicate with staff and families while protecting individual privacy.

5. Campus Closure or Modified Operations

If advised by public health authorities:

* Transition to remote learning or hybrid instruction models.

* Maintain:

- Online instruction platforms
- Meal services for students (pickup/delivery)
- Access to mental health services

* Communicate clearly about:

- Duration of closure
- Instructional expectations
- Technology access/support
- Grading policies and attendance procedures

6. Continuity of Operations

* Ensure essential staff (e.g., administrators, IT, nutrition services, custodians) have safe working conditions.

* Coordinate with the district for:

- Payroll
- Data systems
- Cleaning and facilities maintenance

* Keep emergency contact information for all students and staff updated.

7. Mental Health and Wellness

* Provide access to:

- School counselors
- Crisis response teams
- Virtual wellness resources

* Promote SEL (social-emotional learning) practices in both in-person and remote environments.

8. Communication Protocols

* Use official school communication systems (ParentSquare, Blackboard, email, website).

* Share:

- Health updates and guidelines
- Changes to instruction or schedules
- Mental health and community resources

* Designate a Public Information Officer (PIO) to coordinate messaging with district and public health agencies.

9. Recovery and Return to Campus

* Follow public health clearance protocols for reopening:

- Deep cleaning and ventilation assessment
- Updated safety signage and supplies (e.g., PPE, sanitizer)
- Return-to-school criteria for students and staff

* Provide reentry support, including:

- Mental health services
- Academic assessments and remediation planning

10. Training and Preparedness

* Train staff on:

- Infection prevention
- Sick student protocols
- Distance learning platforms

* Conduct tabletop or virtual exercises with administrative teams.

11. Supplies and Equipment

Maintain stock of:

* Masks, gloves, thermometers, sanitizers, disinfectants

* Emergency food and water in case of extended shelter-in-place

* Technology tools (e.g., Chromebooks, Wi-Fi hotspots)

Psychological Trauma

1. Identifying Psychological Trauma

Psychological trauma may result from:

- A critical incident (e.g., suicide, death, violent act)
- A natural or man-made disaster
- Prolonged fear (e.g., active shooter lockdown, abuse)
- Media exposure to distressing events
- Loss of a loved one

Symptoms may include:

- Withdrawal, anxiety, or fearfulness
- Crying, emotional outbursts
- Difficulty concentrating or sleeping
- Physical complaints with no medical cause
- Aggressive or defiant behavior

2. Immediate Administrative Actions

- Notify the principal or site crisis response lead.
- Activate the School Crisis Response Team.
- Ensure immediate safety and remove students from the source of trauma (if ongoing).
- Secure the scene if related to an on-campus incident.
- Contact district mental health services and local behavioral health partners for support.
- Protect the privacy and dignity of those involved—limit rumors and social media speculation.

3. Staff Response Procedures

- Teachers or staff who observe trauma symptoms should:
 - o Provide a calm and supportive environment
 - o Listen non-judgmentally without pressing for details
 - o Refer the student to the school counselor, psychologist, or administrator immediately
 - Do not send the student alone if they are visibly distressed.

4. Crisis Counseling and Support Services

- Establish a designated counseling space on campus with trained mental health staff.
- Offer individual and small group counseling to affected students and staff.
- Provide additional supervision for vulnerable students (e.g., those with past trauma or mental health challenges).
- Maintain documentation of services offered and provided.

5. Family and Community Communication

- Notify affected families sensitively and promptly.
- Provide factual, age-appropriate information to the school community:

“Our school experienced a difficult situation today involving [brief description, e.g., the loss of a student]. Counselors are available, and we will continue to support our students through this time.”

- Include referral information for external mental health resources and crisis lines (e.g., 988 Suicide & Crisis Lifeline).

6. Classroom Support

- Teachers should:
 - o Maintain routines but be flexible with academic expectations
 - o Allow students space to talk or take breaks if overwhelmed
 - o Monitor behavior changes and refer concerns to support staff
 - Provide trauma-informed classroom strategies:
 - o Check-ins
 - o Mindfulness or calming exercises
 - o Seating adjustments or safe spaces

Suspected Contamination of Food or Water

1. Types of Potential Contamination Events

- Spoiled or expired food served to students or staff
- Water contamination (e.g., lead, bacteria, chemicals)
- Foodborne illness outbreak (e.g., norovirus, salmonella)
- Intentional tampering or foreign objects found in food/water
- Public Health or Environmental Health advisory for unsafe water

2. Immediate Actions Upon Suspicion or Report

- Stop use of all potentially contaminated food or water immediately.
- Isolate and secure any suspected food or drink to prevent further consumption.
- Remove affected items from service but do not dispose until public health officials can inspect.
- If individuals are ill or showing symptoms:
 - Call 911 for serious symptoms
 - Notify the school nurse, administer first aid as appropriate
 - Document names and symptoms of all affected persons
 - Notify:
 - Principal or designee
 - District nutrition services supervisor
 - Local public health department
 - Facilities or maintenance department (for water issues)

3. Investigation and Assessment

- Initiate a site-based food/water safety assessment with:

- Cafeteria/kitchen staff
- Maintenance personnel (for plumbing or water source issues)
- Environmental health officials
- Retain:
- Sample food/water for testing
- Food labels, preparation records, and vendor delivery logs

4. Isolation and Containment

- Restrict access to any affected areas (kitchen, cafeteria, restrooms, fountains).
- Shut off drinking fountains and sinks if water is suspected to be contaminated.
- Distribute bottled water if needed.

5. Communication Protocols

- Notify staff and families using approved platforms (e.g., Catapult):

"Out of an abundance of caution, we have suspended the use of certain food/water sources on campus today due to a possible contamination concern.

Students are safe and being monitored."

- Coordinate messaging with:
- District Public Information Officer (PIO)
- Local public health agency
- Be transparent but factual—avoid speculation until investigation confirms cause.

6. Alternate Plans for Food and Water

- Switch to pre-packaged meals if school food service is halted.
- Distribute bottled water and/or provide access to portable sanitation if necessary.
- Ensure all students have access to hydration and nutrition through alternative means.

7. Medical Response and Monitoring

- Maintain a log of affected individuals and symptoms.
- Monitor all students and staff who consumed suspected food/water.
- Notify parents/guardians of affected individuals and provide medical recommendations or public health notices.
- Follow reporting procedures for foodborne illness outbreaks as required by state and local agencies.

8. Student Release (If Widespread Exposure or Illness Occurs)

- Activate the Student Release/Reunification Plan if campus needs to be closed or evacuated.
- Provide updates and health recommendations to families at reunification.

9. Recovery and Restoration

- Work with health and safety officials to:
- Clear contaminated sources
- Test and verify water lines or food service equipment
- Clean and sanitize all affected areas
- Document response actions, retain inspection records, and submit reports as required.
- Resume service only after official clearance is given by local agencies.

10. Prevention and Training

- Train cafeteria, custodial, and office staff to recognize signs of contamination or illness.
- Conduct routine checks on:
- Food storage, preparation, and handling practices
- Water testing and plumbing maintenance
- Post safety protocols in food prep and service areas.
- Include contamination scenarios in annual emergency drills and tabletop exercises.

Tactical Responses to Criminal Incidents

1. Types of Criminal Incidents Covered

- Armed intruder on campus
- Active shooter or active assailant
- Hostage situation
- Barricaded subject
- Nearby police pursuit or law enforcement operation
- Serious violent crime on or adjacent to school property

2. Immediate Actions (Recognizing a Threat)

If staff or students observe a threat:

- Call 911 immediately and provide:
- School name and address
- Description of the suspect, weapon, and activity
- Location on or near campus
- Number of people involved or injured
- Notify the principal or site administrator (if safe to do so).
- Initiate an appropriate emergency action:

3. Emergency Response Options

A. Lockdown (If threat is on campus or nearby)

“This is a lockdown. Lock doors, turn off lights, stay out of sight. This is not a drill.”

- Lock all doors and windows.
- Move away from doors and windows.
- Turn off lights and remain silent.
- Silence phones.
- Do not open the door for anyone except emergency responders.
- Remain in lockdown until cleared by law enforcement or school administration.

B. Run, Hide, Fight (Active Assailant Guidance)

- Run – evacuate away from danger if it is safe.
- Hide – lock or barricade doors; stay quiet and out of sight.
- Fight – only as a last resort, attempt to incapacitate the attacker.

C. Shelter-in-Place (For threats near campus)

“Shelter-in-Place. Remain indoors. Lock exterior doors. Classes continue as normal indoors.”

- Lock perimeter doors.
- Keep students inside classrooms or buildings.
- Restrict movement around campus.
- Continue instruction unless otherwise instructed.

4. Law Enforcement Coordination

- Cooperate fully with responding officers or tactical teams.
- Provide access to:

o Building maps and master keys

o Class rosters and student schedules

o Names and locations of individuals with medical needs

- Follow law enforcement instructions without hesitation.

5. Communication Protocols

- Use PA system, radios, or emergency messaging system to initiate lockdown or shelter-in-place.
- The principal or designee will:
- Notify the district office
- Activate the Incident Command System (ICS)
- Coordinate with local law enforcement’s incident commander
- Designate a Public Information Officer (PIO) to manage messaging

Parent/Guardian Notification

Communicate once the situation is under control. Messages should:

- Confirm student safety
- Provide instructions for reunification or delayed dismissal
- Avoid speculative or graphic details
- Reassure families that trained personnel are managing the situation

Unlawful Demonstration or Walkout

1. Definitions

- Demonstration: A protest or public expression of opinion, which may be planned or spontaneous.
- Walkout: A student-organized event where individuals leave campus or class to protest or make a statement.
- Unlawful demonstration: Any protest or walkout that violates school policies or causes a disruption to school safety or operations.

2. Prevention and Preparation

- Establish clear school policies on student expression and protest.
- Educate students and staff on appropriate forms of protest under the First Amendment and Education Code §48907.
- Designate a staff lead (e.g., Assistant Principal or Safety Officer) to coordinate response planning.

3. Early Warning and Monitoring

- Monitor social media or informal channels for signs of an upcoming protest or walkout.
- Encourage open communication with student leadership to understand concerns and intentions.
- Notify the district office and, if needed, local law enforcement for possible crowd control support (particularly for larger or community-involved events).

4. Response to a Student Walkout

Before the Walkout:

- Remind students of:
- School rules
- Consequences of leaving campus without permission
- Safety risks (e.g., busy roads, weather conditions)
- Ensure staff coverage at exits and along probable departure routes.

During the Walkout:

- Do not physically restrain students from leaving campus.
- Do not threaten or confront protesting students.
- Document student names and times of departure.
- Assign staff or administrators (in pairs) to monitor off-campus locations where students gather, ensuring safety from traffic or outside threats.
- Keep non-participating students supervised and in class.
- Do not allow outsiders to join the protest on school property without permission.

If Protesters Are Disruptive or Violent:

- Initiate Lockdown or Shelter-in-Place if there is any threat to safety.
- Contact law enforcement if unauthorized individuals enter campus or if crowd control is needed.
- Activate the Incident Command System (ICS) to manage the event and communication.

5. Response to On-Campus Demonstrations

- If students demonstrate on school grounds:
- Assign staff to observe and supervise peacefully.
- Document incidents of vandalism, threats, or safety concerns.
- Allow peaceful protest if it does not disrupt instruction or endanger others.
- Move non-participating students away from the protest area.

6. Communication Protocols

- Keep staff informed of expectations and response procedures.
- Notify parents/guardians via automated messaging systems:

“We are aware of a student demonstration. Students are safe and supervised. We encourage students to remain on campus, and any unauthorized departure will be marked as unexcused.”

- Designate a Public Information Officer (PIO) to manage inquiries and coordinate messaging with district officials.

7. Legal Considerations and Documentation

- Students may not be disciplined for expressing their views peacefully, but:
- Unauthorized absences may be marked unexcused.
- Any disruption, defiance, vandalism, or threats may result in disciplinary action per Ed Code.
- Keep detailed records of:
 - Participants
 - Locations and timelines
 - Any safety or disciplinary incidents

8. Recovery and Support

- Debrief with staff and administrators after the event.
- Address student concerns through listening sessions, student forums, or classroom discussions.
- Offer counseling support to students emotionally affected by the event or its causes.
- Repair or clean any damage to school property.

9. Staff Training and Awareness

- Train staff to:
- Remain calm and non-confrontational
- Recognize the difference between disruption and protected expression
- Supervise safely and avoid escalation

Emergency Evacuation Map



Comprehensive School Safety Plan

**2025-26
School Year**

School: Lakeview Elementary School
CDS Code: 09619780108258
District: Rescue Union Elementary School District
Address: 3371 Brittany Way
El Dorado Hills, CA 95762
Date of Adoption:
Date of Update: 10/30/2025
Date of Review:
- with Staff 11/5/2025
- with Law Enforcement
- with Fire Authority

Approved by:

Name	Title	Signature	Date
Laurisa Stuart	Principal		
Ben Howard	Site Council Representative		
Jim Shoemake	Superintendent		

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at Lakeview Elementary.

Safety Plan Vision

Lakeview Elementary will provide a learning environment in which students acquire high levels of knowledge, skills, and understanding that will open doors of opportunity and prepare them for thought and action in the wider world. Each student will be known as a person and a learner who will experience the joy and challenge education brings as individuals in a community. Each student will develop the skills, attitudes, and behaviors to become principled, ethical citizens who give and receive support in the process of learning.

Rescue Union School District is known and respected for quality education programs and prepares students for the ever-changing challenges of society. Rescue students succeed with the active support of families, staff, and community members. Students are literate, self-reliant, respectful citizens who are prepared for the future.

Components of the Comprehensive School Safety Plan (EC 32281)

Lakeview Elementary School Safety Committee

Laurisa Stuart, Principal
Kristina Seabury, Teacher
Erin Sargent, Librarian
Ben Howard, Parent
Breanna Funk, Parent
Lindsay Jabbari, Parent

Assessment of School Safety

Each year, Lakeview Elementary conducts a comprehensive assessment of school safety. This process includes a review of data from the Rescue Union School District Culture and Climate Survey, the district parent survey, as well as discipline and attendance data collected through our student information system and the California School Dashboard.

Additional feedback and perspectives are gathered from school staff and members of the Lakeview Elementary School Site Council to ensure a well-rounded evaluation of our school's safety and overall climate.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

Lakeview Elementary School is committed to providing a safe and supportive learning environment that promotes student well-being and academic success. The school actively implements practices and procedures designed to prevent injury and minimize potential risks to students.

These efforts include maintaining safe school facilities and equipment, ensuring the safety of the outdoor environment, and promoting safe behaviors through educational programs and school-sponsored activities.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

All school employees who are mandated reporters under California law are legally required to report known or reasonably suspected cases of child abuse or neglect to appropriate child protective agencies. Failure to report as required by law may result in criminal and civil liability.

Definition of a Mandated Reporter

Mandated reporters include all school personnel, including but not limited to:

- Teachers and administrators
- Classified staff (e.g., instructional aides, custodians, clerical staff)
- Coaches, counselors, nurses, and psychologists
- Volunteers, if they supervise students on a regular basis

Types of Reportable Abuse

Mandated reporters must report any known or reasonable suspicion of:

- Physical abuse
- Sexual abuse or exploitation
- Emotional or psychological abuse
- Neglect (including willful failure to provide food, clothing, shelter, or medical care)
- Willful cruelty or unjustifiable punishment
- Witnessing domestic violence (when affecting the child's welfare)

Reporting Procedures

1. Immediate Verbal Report

- The mandated reporter must immediately or as soon as practically possible make a verbal report to:

* Child Protective Services (CPS) or

* Local law enforcement agency (police or sheriff's department)

- Contact information for local reporting agencies is posted in the main office and staff areas.

2. Written Report

- Within 36 hours of the verbal report, the mandated reporter must complete and submit a written Suspected Child Abuse Report (SCAR) on form BCIA 8572 to the same agency.
- The form may be submitted via fax, mail, or electronically, if allowed.

3. Notification Within School

- The mandated reporter may inform the site administrator or supervisor after making the report, but administrators may not impede or alter the reporting process.
- The identity of the reporter is confidential and should not be shared except as required by law.

4. No Internal Investigation

- School staff should not attempt to investigate or validate the abuse prior to reporting.
- Do not interview the child or contact the suspected abuser beyond what is required to determine if a reasonable suspicion exists.

Training and Acknowledgment

- All employees must complete annual training on child abuse identification and reporting, as required by AB 1432.
- Upon hire and annually thereafter, employees must sign an acknowledgment form stating they understand their reporting obligations under the law.

Documentation and Confidentiality

- A copy of the written report should be retained in a confidential file (not in the student's cumulative record), per district policy.
- Information related to the report must be kept strictly confidential and shared only with authorized officials or investigators.
- Retaliation against a mandated reporter who reports in good faith is strictly prohibited.

Resources and Support

- School counselors, psychologists, and social workers are available to support affected students.
- The school maintains contact information for:
 - Local CPS agency
 - Law enforcement
 - Community mental health and victim support resources

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

1. All-Hazards Approach

The Disaster Plan should address:

- Natural Disasters: Earthquake, wildfire, flooding, extreme weather
- Technological Hazards: Utility failure, hazardous materials release
- Human-Caused Events: Bomb threat, terrorism, civil unrest, mass casualty incidents
- Health Emergencies: Pandemic, biological threats

2. Key Components of the School Disaster Plan

A. Preparedness

- Maintain updated site-specific Emergency Operations Plan (EOP) and Incident Command System (ICS) chart
- Conduct regular drills: fire, earthquake, lockdown, shelter-in-place, and evacuation
- Stock emergency supplies: food, water, first aid, radios, student rosters, etc.
- Assign and train staff in ICS roles: Incident Commander, Operations, Logistics, Planning, Finance

B. Mitigation

- Identify hazards in and around campus (e.g., gas lines, flood zones)
- Ensure non-structural hazard mitigation: secure bookshelves, emergency shutoffs labeled

- Partner with local emergency services to assess and improve site safety

C. Response

- Activate the Incident Command System (ICS)
- Use appropriate emergency response protocols:
- Evacuation for fire, gas leak, bomb threat
- Shelter-in-Place for air quality concerns, chemical release

o Lockdown for intruder or active assailant

- Account for all students and staff
- Provide first aid and care for injured persons
- Coordinate with first responders and district officials

D. Recovery

- Restore safe operations (building inspections, utility checks)
- Provide mental health and counseling services
- Assess and repair damage
- Debrief with staff and district for after-action review
- Update procedures and training based on lessons learned

3. Communication During a Disaster

- Use multiple communication channels: PA system, radios, phones, emergency text/email platforms
- Communicate clearly and calmly with:
- Staff (via ICS structure)
- Students (via classroom teachers or PA)
- Parents/guardians (via district-approved systems)
- Designate a Public Information Officer (PIO) to coordinate with media and community

Adaptations for Students with Disabilities

Students with disabilities that are not cognitively or physically able to follow safety plans, details regarding assistance, such as aide or wheelchair assistance, will be identified in the student's Individualized Education Plan.

Maintain a list of:

- * Students with disabilities
- * Students with medical needs (e.g., medication, mobility)

Ensure accommodations in evacuation and shelter procedures

Include support staff in all planning (e.g., nurses, aides)

Public Agency Use of School Buildings for Emergency Shelters

Policy Statement

In the event of a natural disaster, public health emergency, or other declared crisis, this school site may be designated for temporary use by public agencies to provide emergency shelter, medical services, food distribution, or other community relief services.

The school will cooperate fully with:

- Local law enforcement
- Fire and rescue services
- County Office of Emergency Services (OES)
- California Department of Public Health (CDPH)
- American Red Cross and/or Federal Emergency Management Agency (FEMA)

Such use shall be coordinated to prioritize the safety of students, staff, and school property, and to allow for the continuity of educational operations when feasible.

Procedures

1. Activation and Authorization

- Use of school facilities shall be authorized by the district superintendent or designee in consultation with emergency authorities.

- Public agency partners must present proper identification and written authorization when requesting access to the campus for emergency shelter purposes.

2. Site Coordination

- The school site administrator or designee will:
- Serve as the primary point of contact for coordination
- Provide building access and site maps to authorized personnel
- Ensure the protection of school records, equipment, and instructional materials not needed for shelter operations
- A joint use plan or Memorandum of Understanding (MOU) may be established between the district and the public agency to clarify responsibilities, including liability, security, and cleanup. The Assistant Superintendent of Business Services shall be responsible for establishing the MOU.

3. Safety and Security

- All shelter operations shall maintain compliance with applicable health, fire, and safety codes.
- Public safety personnel will assist in maintaining site security.
- Any areas of campus used for shelter must be clearly separated from instructional or student-only zones (if school is still in session or partially operating).

4. Communication

- The district will inform staff and families of shelter operations on school grounds as appropriate.
- Signage and barriers may be used to guide shelter clients and restrict unauthorized access to school areas.

5. Restoration and Recovery

- Upon conclusion of shelter use, the public agency will:
- Coordinate site cleanup and restoration
- Assess damages and provide appropriate reimbursement or repairs
- Notify the district when the site is fully restored for educational use

Preparedness and Planning

- The school site shall maintain:
- Copies of joint-use agreements or MOUs (if applicable)
- Facility condition assessments and maps
- Updated contact information for local emergency services
- Disaster drills and tabletop exercises should consider scenarios involving emergency shelter use.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.2 - Bullying)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds

2. While going to or coming from school

3. During the lunch period, whether on or off the school campus

(cf. 5112.5 - Open/Closed Campus)

4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-8" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

(cf. 5131.7 - Weapons and Dangerous Instruments)

2. Selling or otherwise furnishing a firearm

3. Brandishing a knife at another person

4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4

6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-8" and "Additional Grounds for Suspension and Expulsion: Grades 4-8," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

(cf. 5148.3 - Preschool/Early Childhood Education)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

The student information system will include data regarding dangerous students that teachers will have access to for three years from the date of the incident. Site administrators and site secretaries will be trained on how to include the information in the student information system and teachers will be trained on where the data will be located.

(E) Sexual Harassment Policies (EC 212.6 [b])

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, when made on the basis of sex and under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/ Harassment)

(cf. 6142.1 - Sexual Health and HIV/ AIDS Prevention Instruction)

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion

School-Level Complaint Process/ Grievance Procedure

Complaints of sexual harassment, or any behavior prohibited by the district's Nondiscrimination/ Harassment policy - BP 5145.3, shall be handled in accordance with the following procedure:

1. Notice and Receipt of Complaint: Any student who believes he/ she has been subjected to sexual harassment or who has witnessed sexual harassment may file a complaint with any school employee. Within 24 hours of receiving a complaint, the school employee shall report it to the district Coordinator for Nondiscrimination/ Principal. In addition, any school employee who observes any incident of sexual harassment involving a student shall, within 24 hours, report this observation to the Coordinator/ Principal, whether or not the victim files a complaint. In any case of sexual harassment involving the Coordinator/ Principal to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall instead report to the Superintendent or designee.
2. Initiation of Investigation: The Coordinator/ Principal shall initiate an impartial investigation of an allegation of sexual harassment within five school days of receiving notice of the harassing behavior, regardless of whether a formal complaint has been filed. The district shall be considered to have "notice" of the need for an investigation upon receipt of information from a student who believes he/ she has been subjected to harassment, the student's parent/guardian, an employee who received a complaint from a student, or any employee or student who witnessed the behavior. If the Coordinator/ Principal receives an anonymous complaint or media report about alleged sexual harassment, he/ she shall determine whether it is reasonable to pursue an investigation considering the specificity and reliability of the information, the seriousness of the alleged incident, and whether any individuals can be identified who were subjected to the alleged harassment.
3. Initial Interview with Student: When a student or parent/guardian has complained or provided information about sexual harassment, the Coordinator/ Principal shall describe the district's grievance procedure and discuss what actions are being sought by the student in response to the complaint. The student who is complaining shall have an opportunity to describe the incident,

identify witnesses who may have relevant information, provide other evidence of the harassment, and put his/ her complaint in writing. If the student requests confidentiality, he/ she shall be informed that such a request may limit the district's ability to investigate.

4. Investigation Process: The Coordinator/ Principal shall keep the complaint and allegation confidential, except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964) The Coordinator/ Principal shall interview individuals who are relevant to the investigation, including, but not limited

to, the student who is complaining, the person accused of harassment, anyone who witnessed the reported harassment, and anyone mentioned as having relevant information. The Coordinator/ Principal may take other steps such as reviewing any records, notes, or statements related to the harassment or visiting the location where the harassment is alleged to have taken place. When necessary to carry out his/ her investigation or to protect student safety, the Coordinator/ Principal also may discuss the complaint with the Superintendent or designee, the parent/guardian of the student who complained, the parent/guardian of the alleged harasser if the alleged harasser is a student, a teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth, law enforcement and/ or child protective services, and district legal counsel or the district's risk manager. (cf. 5141.4 - Child Abuse Prevention and Reporting)

5. Interim Measures: The Coordinator/ Principal shall determine whether interim measures are necessary during and pending the results of the investigation, such as placing students in separate classes or transferring a student to a class taught by a different teacher.

6. Optional Mediation: In cases of student-on-student harassment, when the student who complained and the alleged harasser so agree, the Coordinator/ Principal may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator, or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree, and he/ she shall be advised of the right to end the informal process at any time. (cf. 5138 - Conflict Resolution)

7. Factors in Reaching a Determination: In reaching a decision about the complaint, the Coordinator/ Principal may take into account:

- a. Statements made by the persons identified above
 - b. The details and consistency of each person's account
 - c. Evidence of how the complaining student reacted to the incident
 - d. Evidence of any past instances of harassment by the alleged harasser
 - e. Evidence of any past harassment complaints that were found to be untrue
- To judge the severity of the harassment, the Coordinator/Principal may take into consideration:

- a. How the misconduct affected one or more students' education
- b. The type, frequency, and duration of the misconduct
- c. The identity, age, and sex of the harasser and the student who complained, and the relationship between them
- d. The number of persons engaged in the harassing conduct and at whom the harassment was directed
- e. The size of the school, location of the incidents, and context in which they occurred
- f. Other incidents at the school involving different students

8. Written Report on Findings and Follow-Up: No more than 30 days after receiving the complaint, the Coordinator/Principal shall conclude the investigation and prepare a written report of his/ her findings. This timeline may be extended for good cause. If an extension is needed, the Coordinator/ Principal shall notify the student who complained and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If it is determined that harassment occurred, the report shall also include any corrective actions that have or will be taken to address the harassment and prevent any retaliation or further harassment. This report shall be presented to the student who complained, the person accused, the parents/ guardians of the student who complained and the student who was accused, and the Superintendent or designee.

In addition, the Coordinator/ Principal shall ensure that the harassed student and his/her parent/guardian are informed of the procedures for reporting any subsequent problems. The Coordinator/ Principal shall make follow-up inquiries to see if there have been any new incidents or retaliation and shall keep a record of this information.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti
2. Providing training to students, staff, and parents/ guardians about how to recognize harassment and how to respond

3. Disseminating and/ or summarizing the district's policy and regulation regarding sexual harassment
4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to parents/ guardians and the community
5. Taking appropriate disciplinary action

In addition, disciplinary measures may be taken against any person who is found to have made a complaint of sexual harassment which he/ she knew was not true.

Notifications

A copy of the district's sexual harassment policy and regulation shall :

1. Be included in the notifications that are sent to parents/ guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)
2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted, including school web sites (Education Code 231.5)
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session (Education Code 231.5)
4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
5. Be included in the student handbook
6. Be provided to employees and employee organizations

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

In cooperation with teachers, students, and parents/guardians, the principal or designee may establish school rules governing student dress and grooming which are consistent with law, Board policy, and administrative regulations. These school dress codes shall be regularly reviewed.

The following guidelines shall apply to all regular school activities:

1. Clothing, jewelry, and personal items shall be free of writing, pictures, or any other insignia which is vulgar, lewd, obscene, profane, or sexually suggestive or which promotes the use of alcohol, drugs, tobacco, or other illegal activity.
2. Appropriate shoes must be worn at all times.
3. Hats, caps, and other head coverings shall not be worn indoors.
4. Clothes shall be sufficient to conceal undergarments. See-through tops and bare abdomens are prohibited.

The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

Students shall be allowed to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

This school site shall implement secure ingress (entry) and egress (exit) procedures to maintain campus safety, account for all individuals on school property, and provide rapid response capabilities in the event of an emergency or threat. These procedures are reviewed annually and revised as needed based on drills, safety audits, and collaboration with local law enforcement and emergency personnel.

1. Daily Campus Access Procedures

- All campus entrances and exits shall be clearly marked and monitored.
- Single Point of Entry: During school hours, access to the campus shall be limited to one monitored entrance, typically the main office or administration building.
- Visitor Check-In:
 - o All visitors must enter through the main entrance and sign in at the front office.
 - o Visitors will be required to present valid identification and wear a visitor badge at all times while on campus.
 - o Staff are trained to report any individual on campus without a visitor badge.
 - Student Arrival and Departure:
- o Designated drop-off and pick-up zones are supervised during arrival and dismissal times.
- o Staff are stationed to monitor crosswalks, loading zones, and pedestrian traffic.
- o Late arrivals and early dismissals must be processed through the front office and require verification by a parent/guardian or emergency contact.

2. Emergency Ingress and Egress Procedures

- Evacuation Routes:
 - o Each classroom and major area of campus has posted evacuation maps indicating primary and secondary egress routes.
 - o All evacuation routes are kept clear of obstructions and are accessible to individuals with disabilities.
 - o Drills are conducted regularly to ensure all students and staff can exit quickly and safely.
- Ingress During Emergency Response:
 - o In the event of a lockdown, shelter-in-place, or other emergency, all gates and doors will be secured to prevent unauthorized entry.
 - o Emergency personnel (e.g., law enforcement, fire department) will be granted access through a designated emergency access point, coordinated by the school's Incident Commander or designee.
- Controlled Reentry:
 - o After an evacuation or lockdown, reentry will be permitted only after the "all clear" is given by emergency services and the school's Incident Commander.
 - o A sweep of all rooms and restrooms will be conducted prior to reentry.
 - o Student reunification will follow the site's Student Release and Reunification Plan.

3. Special Event and After-Hours Procedures

- For school events open to the public (e.g., performances, sports games, parent nights):
 - o Clearly designated entrances and exits will be used and monitored by staff or security.
 - o Signage and barriers will direct traffic flow.
 - o Emergency exits will be clearly illuminated and unobstructed.
 - o Additional staff or security personnel may be assigned for crowd management.

4. Coordination with Emergency Responders

- Local emergency services are provided with:
 - o Up-to-date campus maps with marked ingress and egress points
 - o Emergency gate keys or codes, as appropriate
 - o Periodic opportunities to participate in drills or site walkthroughs

5. Review and Maintenance

- Ingress and egress procedures are reviewed:
 - o At the beginning of each school year
 - o After each emergency drill or real incident
 - o As part of the school's annual CSSP update
- Facilities staff and site administrators regularly inspect:
 - o Gates, doors, locks, and signage
 - o ADA accessibility of evacuation paths
 - o Emergency lighting and alarms along exit routes

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Element:

Our goal is to provide a warm, welcoming, and positive learning environment where all students feel socially and emotionally safe to reach their academic potential and thrive as individuals. We want all students to feel appreciated and supported. We want to provide opportunities for all students to develop strong character traits, leadership skills, and social-emotional resiliency.

Opportunity for Improvement:

Lakeview Elementary recognizes the shared responsibility of students and staff in maintaining a safe, clean, and welcoming school environment. Continued attention to campus cleanliness, safety procedures, and positive school culture will help ensure that all students can learn in an environment that promotes respect, responsibility, and well-being.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Lakeview Elementary will continue to refine and strengthen the consistency and clarity of schoolwide procedures and behavior expectations through the Positive Behavioral Interventions and Supports (PBIS) process. By reinforcing the principles of our SOAR program—Safety, Ownership, Achievement, and Respect—the school will promote a positive, predictable, and inclusive learning environment.	Continue to implement and update our PBIS staff team. Three teachers, our school counselor, one yard supervisor, and the principal will serve on this team. Input will continue to be gathered from Lakeview staff and parents.	PBIS Matrix	Laurisa Stuart	Student and Staff Survey
	Staff and students will review and update SOAR (Solve Problems, Own Good Decisions, Achieve Leadership and Radiate Respect) to represent the expected personal standards at Lakeview.	PBIS Matrix	Laurisa Stuart	Student and Staff Survey
	Grade level SOAR assemblies will be held to revisit and train students for SOAR at the beginning of the year.	PBIS Matrix	Laurisa Stuart	Student and Staff Survey
	School-wide morning gatherings will focus on an area of the campus and discuss expectations.	PBIS Matrix	Laurisa Stuart	Student and Staff Survey
	School visits will be scheduled with Mister Brown to bring his Choose Well message on how to make good choices to live a better life.	Mister Brown Assembly	Laurisa Stuart	Student and Staff Survey

Objectives	Action Steps	Resources	Lead Person	Evaluation
	Posters, flip books, videos explaining positive expectations for common areas have been created. These areas are Entering School, Morning Gathering, Quiet Zone and Lines, Lunch Room, Blacktop/Playground/Field, Bathrooms and Dismissal. Teachers use them to teach and review expectations for all eight common areas.	Poster materials	Laurisa Stuart	Student and Staff Survey
	SOAR tickets have been created for staff to use when a student is exhibiting SOAR personal standards. A Golden Ticket has been added to give to classes that are exhibiting SOAR in a specific area of the campus (i.e. lines).	SOAR Incentives	Laurisa Stuart	Student and Staff Survey
	Our SOAR store will be opened monthly offering incentives/prizes in order to reward students for positive behavior, once they earn a SOAR ticket.	SOAR Incentives	Larissa Porterson	Student and Staff Survey
	Our SOAR raffle will occur once a month during lunch. Students place their SOAR tickets in the raffle for a chance to spin the wheel.	SOAR Incentives	Laurisa Stuart	Student and Staff Survey
	Yard supervisors will meet regularly to refine procedures and report on necessary improvement of common areas. Yard supervisors and support staff will continue to be an important part of the SOAR process.	PBIS Matrix	Laurisa Stuart	Student and Staff Survey

Component:

People and Programs: Creating a caring and connected school climate

Element:

Lakeview Elementary School is committed to fostering a safe, inclusive, and supportive environment where all students feel valued and connected.

Opportunity for Improvement:

Lakeview will continue to build on existing programs by expanding opportunities for student voice, leadership, and peer relationships. This includes enhancing schoolwide activities, classroom community-building practices, and targeted supports to ensure that every student feels valued, included, and connected to both peers and adults on campus.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Lakeview Elementary will provide ongoing social-emotional learning (SEL) instruction and support to all students in order to promote emotional well-being, positive relationships, and responsible decision-making. Through integrated classroom lessons, schoolwide initiatives, and targeted interventions, the school will ensure that every student develops the skills needed to manage emotions, set goals, show empathy, build relationships, and make safe, caring choices.	Utilize the support of its full-time school counselor to provide ongoing social-emotional and behavioral support to students. Last year, through a grant from the Latrobe Fund, the school established a dedicated Wellness Center—The Eagle’s Nest—to serve as a safe, supportive space where students can access counseling services, participate in small-group sessions, and practice self-regulation strategies.	Counseling curriculum and SEL Tools	Tina Leonhardt	Student and Staff Survey
	Our Multi-Tiered Systems of Support (MTSS) team will meet regularly to discuss student needs and supports.	MTSS School Plan	Laurisa Stuart	Student and Staff Survey
	The Art Room, the Library, the Wellness Center, and the Garden are open during selected lunch recess times as an alternative activity.	Recess Activities	Laurisa Stuart and Staff	Student and Staff Survey
	Staff will utilize a Check-in Check-out program to help promote positive behavior. This program also helps to provide a mentor for students that need positive support.	Check-in Check-out Form and Incentives	Laurisa Stuart	Student and Staff Survey

Objectives	Action Steps	Resources	Lead Person	Evaluation
	The IMPACT Leadership Program will be continued, which provides all 4th and 5th grade students the opportunity to develop leadership, responsibility, and citizenship skills through school and community service. Students will participate in various school service teams, including Safety Patrol, SOAR Squad, and Staff Aides, where they will take on meaningful roles that promote school safety, positive behavior, and a sense of belonging.	Monthly student meetings IMPACT Shirts Poster materials Stipends for advisors SOAR Incentives	Laurisa Stuart and Staff	Student and Staff Survey
	Daily announcements will be utilized to communicate special events, important reminders, and schoolwide expectations to students. These announcements will serve as a consistent and positive method for reinforcing safety messages, promoting upcoming activities, and building a sense of community and connectedness among students and staff.	5th grade students for announcements	Laurisa Stuart and Staff	Student and Staff Survey

Objectives	Action Steps	Resources	Lead Person	Evaluation
	Each month, teachers introduce and discuss the featured trait in their classrooms through conversations, stories, and activities. Our school counselor reinforces this focus by providing lessons that help students apply the trait to real-life situations and peer interactions. In addition, information about the monthly trait is shared with families so that it can be reinforced at home, creating a strong connection between school and family efforts to promote kindness, respect, and responsible behavior.	Counseling Curriculum and SEL Tools	Laurisa Stuart and Staff	Student and Staff Survey

Component:

Procedures for safe ingress and egress of pupils, parents, and school employees to and from school. (EC 35294.2)

Element:

Lakeview Elementary is committed to maintaining safe, efficient, and orderly procedures for the arrival and dismissal of students, staff, and families. The school's established systems are designed to ensure smooth traffic flow, adequate supervision, and safe pedestrian access throughout campus.

Opportunity for Improvement:

Enhance Traffic Flow and Supervision

Continue to evaluate and improve traffic patterns during arrival and dismissal to reduce congestion and waiting times. Explore options such as additional signage, designated entry/exit points, and staff or volunteer support to enhance supervision and vehicle flow.

Increase Communication and Parent Awareness

Strengthen communication with families regarding arrival and dismissal procedures through regular reminders, visuals, and digital updates. Ensure all families understand parking lot expectations, pedestrian routes, and safety reminders to support consistent practices across the community.

Expand Student and Staff Training

Provide ongoing training for staff, student safety patrol members, and substitute personnel to ensure consistent implementation of school procedures. Include safety expectations in classroom lessons and assemblies so students understand and follow procedures safely and responsibly.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Lakeview Elementary will maintain and continuously improve safe, orderly, and efficient procedures for the arrival and dismissal of students, staff, and families. The school will ensure proper supervision, clear communication, and well-managed traffic flow to support accessibility and minimize potential safety hazards.	Maintain staff supervision during morning drop-off and at parent pick up in the afternoon.	Pick-up and Dismissal Signs Radios	Laurisa Stuart	Student and Staff Survey
	All staff will redirect classroom volunteers to the office if no visitor badge is visible.	Visitor Badges Radios	Office Staff	Student and Staff Survey
	Parents who have obtained a clearance through HR will wear large, easy-to-see volunteer badges.	Volunteer Badges	Office Staff	Student and Staff Survey
	Continuously improve drop-off and pick-up procedures. Model and encourage students to follow procedures (through use of SOAR lessons, videos, flip books, and posters).	SOAR Videos SOAR Posters Radios	Laurisa Stuart	Student and Staff Survey

	District-wide safety measures and preventative steps will be utilized on campus.	License Plate Reader Pilot, installation of security cameras, fixed panic buttons, phone panic buttons, bus rider tracking software, Internet Security HUB, cybersecurity, Threat Assessment Training, We TIP, staff handheld Walkie-Talkies, door lock enhancements, classroom phones, emergency intercoms, window blinds, door window blackouts, first aid kits, lockdown buckets, and the Catapult Emergency System.	Jim Shoemake and Laurisa Stuart	Student and Staff Survey
	Strengthen schoolwide safety preparedness. Each drill will focus on specific emergency procedures, such as fire, earthquake, lockdown, and evacuation responses, to ensure all community members are confident in their roles during an emergency.	Conduct monthly safety drills that provide students and staff with opportunities to learn Discuss and practice established safety protocols Radios Emergency backpacks in every room on site. Backpacks have been restocked each year. They will include basic first aid supplies, student lists with parent contact information, health plans, small bottles of water and food, etc. Onsite we have 2-AEDs, Narcan, EpiPen, and a dechoker in the cafeteria	Laurisa Stuart	Student and Staff Survey

	To enhance transparency and family engagement, new or modified safety drills will be communicated to parents in advance through school newsletters, emails, or Catapult Connect messages. This communication will help families understand school safety procedures and reinforce consistent safety practices at home and school.	Catapult Messaging System Weekly Emails	Laurisa Stuart	Student and Staff Survey
	Continue use of substitute teacher folders to be provided to substitutes at check-in to communicate school safety protocols and procedures.	Substitute Folders	Office Staff	Student and Staff Survey

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Lakeview Elementary School Student Conduct Code

Conduct Code Procedures

The Governing Board believes that all students have the right to be educated in a safe and positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using district transportation.

The Superintendent or designee shall ensure that each school develops standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption
3. Conduct that disrupts the orderly classroom or school environment
4. Willful defiance of staff's authority
5. Damage to or theft of property belonging to students, staff, or the district.
6. Obscene acts or use of profane, vulgar, or abusive language
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited substances
8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose with prior permission of the principal or designee (Penal Code 417.27)
9. Use of a smartphone or other mobile communication device in an unauthorized manner
10. Plagiarism or dishonesty on school work or tests

11. Wearing of any attire that violates district or school dress codes, including gang-related apparel
12. Tardiness or unexcused absence from school
13. Failure to remain on school premises in accordance with school rules
14. Other conduct prohibited by Education Code 48900-48915-48915

Employees are expected to enforce standards of conduct and when they observe or receive a report of a violation of these standards, to appropriately intervene, or seek assistance. As necessary, the employee shall refer the matter to a supervisor or the principal or designee.

When a school employee suspects that a search of a student or a student's belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with Board Policy and Administrative Regulation 5145.12 - Search and Seizure.

When a student uses any prohibited device, or uses a permitted device in an unauthorized manner, a district employee may confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or cocurricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during nonschool hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

(K) Hate Crime Reporting Procedures and Policies

The Governing Board is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents if they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. Such collaborative efforts shall focus on ensuring an efficient use of district and community resources, developing effective prevention strategies and response plans, providing assistance to students affected by hate-motivated behavior, and/or educating students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that includes the development of social-emotional learning, promotes their understanding of and respect for human rights, diversity, and acceptance in a multicultural society, and provides strategies to manage conflicts constructively.

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

The Superintendent or designee shall ensure that the rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident are provided to students and parents/guardians.

The Superintendent or designee shall provide staff with training on recognizing and preventing hate-motivated behavior and on effectively enforcing rules for appropriate student conduct.

Complaint Process

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly encouraged to report the incident to a teacher, the principal, or other staff member.

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the principal or the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, he/she shall also contact law enforcement.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Anonymous reporting for hate crimes or any other crimes can be reported through the school We-Tip reporting portal that can be found on the District or school website.

(J) Procedures to Prepare for Active Shooters

1. Prevention and Awareness

- Promote a safe school climate through:
- Positive Behavior Interventions and Supports (PBIS)
- School-wide anti-bullying efforts
- Mental health services and threat assessment procedures
- Encourage the use of anonymous reporting tools for students and staff to report threats or concerning behavior (e.g., see something, say something).
- Conduct behavioral threat assessments for students exhibiting concerning behaviors, in coordination with the district threat assessment team and law enforcement if necessary.

2. Staff and Student Training

- Provide annual training for all staff on:
- Recognizing warning signs of potential violence
- Emergency procedures and lockdown protocols
- Use of Run-Hide-Fight or SRP-based strategies
- Provide age-appropriate drills and education for students to ensure understanding without trauma or fear.
- Ensure training is trauma-informed and inclusive of students with disabilities, English learners, and other vulnerable populations.

3. Coordination with First Responders

- Maintain up-to-date campus maps, master keys, and emergency contact lists in the school's emergency kits.
- Work with local law enforcement and fire departments to:
- Develop and review tactical response plans
- Conduct joint drills or tabletop exercises
- Establish unified command procedures under ICS (Incident Command System)

Procedures for Preventing Acts of Bullying and Cyber-bullying

The school provides resources for parents, administrators, and students on how bullying can be prevented and addressed. Resources include publications, sample policies, and frequently asked questions.

Bullying is a form of violence. It can be physical, verbal, psychological, or sexual. Here are some examples of bullying:

- Physical: hitting, kicking, spitting, pushing
- Verbal: teasing, threatening, name-calling
- Psychological: excluding someone, spreading rumors, intimidating
- Sexual: touching, assault, exhibitionism, and many of the actions listed above

Bullying may also occur through the Internet or other forms of technology. This is known as cyberbullying. It is sending or posting hurtful material.

Bullying is common, but it should not be viewed as a normal part of growing up. It is more damaging to children than previously

thought. Bullying has a negative effect on a student's ability to learn.

Schools are responsible for creating safe environments for all students. They must work to prevent bullying, and they must respond to it when it happens.

The California Department of Education offers information and resources for parents, administrators, and students about bullying. A Community Responsibility

Bullying is such a long-established behavior in our society and schools that it has often been ignored as "a normal part of growing up." However, research has shown that there are severe long-term consequences for both the targets and the bullies. Further, severe reactions to bullying have been cited as one of the causes of the extremely violent incidents on school campuses that have received so much media attention in recent years.

Fortunately, well-documented research has been done which provides techniques for preventing bullying, responding to incidents of bullying, and dealing with its long term consequences. The key elements of a bullying prevention program are:

- Raising awareness of bullying through actions such as surveys of prevalence and role-playing events at assemblies.
- Formation of a bullying prevention committee which represents the entire school community and which is responsible for choosing and implementing a prevention program.
- Defining bullying and making it clear to all staff and students that it is unacceptable.
- Adapt and implement bullying prevention policies.
- Training all members of the school community in the appropriate responses to observed incidents of bullying.
- Providing counseling for persistent bullies, targets, and their parents/guardians.
- Regular review of effectiveness of the anti-bullying program.

There are a number of resources available which contain detailed information about comprehensive bullying prevention programs. These research-based programs describe the elements above, and also contain:

- Broadly conceived definitions of bullying, including behaviors such as social ostracism in addition to the traditionally-considered physical dominance behaviors.
- Bullying prevalence questionnaires.
- Appropriate interventions for bullying situations, and for chronic bullies and targets.

Opioid Prevention and Life-Saving Response Procedures

In response to the growing opioid crisis and the presence of synthetic opioids such as fentanyl in the community, this school recognizes the urgent need to prepare staff and students with the tools and knowledge to prevent overdose deaths. The school shall maintain naloxone (Narcan) on campus and ensure trained staff are available to administer it in case of a suspected opioid overdose. Prevention education will also be implemented as part of the health curriculum and student wellness efforts.

1. Prevention and Education

- Age-appropriate opioid prevention education shall be incorporated into middle school health instruction, in alignment with the California Health Education Framework.
- Instruction may include:

o Risks of prescription and synthetic opioids (e.g., fentanyl)

o Dangers of counterfeit pills

o The importance of seeking help for substance use

o Information on how to respond to an overdose

- The school may partner with community-based organizations, county health departments, or school resource officers (SROs) to support prevention programming and distribute educational materials.

2. Naloxone (Narcan) Availability

- The school shall maintain readily accessible naloxone kits on campus, located in:

o The health office or nurse's station

o AED (Automated External Defibrillator) boxes (if applicable)

o Other high-traffic or high-risk areas as designated by administration

- The district will ensure that:

- o Naloxone is stored properly per manufacturer guidelines
- o Expired doses are safely discarded and replaced
- o Inventory is tracked annually

3. Staff Training and Responsibilities

- Designated school personnel (e.g., nurses, administrators, security staff, select teachers) shall receive annual training in:
 - o Recognizing signs of opioid overdose (e.g., unresponsiveness, slow or no breathing, blue lips or fingernails, gurgling sounds)
 - o Proper storage, handling, and administration of naloxone
 - o Basic first aid and CPR procedures
 - o 911 activation and emergency reporting
- Training is provided in accordance with Education Code §49414.3 and includes hands-on or video-based instruction.

4. Emergency Response Procedures

If a Suspected Opioid Overdose Occurs:

1. Call 911 immediately
2. Administer naloxone (Narcan) as trained
 - o Follow dosage instructions (usually 1 spray into one nostril)
 - o If no improvement in 2–3 minutes, a second dose may be given
3. Begin CPR if the individual is not breathing or does not have a pulse
4. Stay with the person until emergency responders arrive
5. Notify the school administrator or designee immediately

After the Incident:

- Document the incident and naloxone usage as required by district policy
- Notify the parent/guardian if the individual is a student
- Offer referral to counseling or substance use resources

5. Coordination with Local Health and Emergency Services

- The school will coordinate with:
 - o Local public health departments for naloxone acquisition, education, and training resources
 - o Law enforcement and emergency medical services (EMS) for appropriate response protocols
- Schools may participate in opioid response networks or county overdose prevention coalitions

6. Confidentiality and Student Support

- Students involved in an opioid-related emergency or requesting help will be treated with compassion and confidentiality, and shall not face punitive discipline solely for a medical emergency.
- The school will offer connections to:
 - o Substance use counseling
 - o Mental health resources
 - o Community treatment programs

7. Legal Protection and Good Samaritan Laws

- Under California's Good Samaritan laws (Health & Safety Code §1799.102), individuals who administer naloxone in good faith during a suspected overdose are protected from legal liability.
- Students and staff are also protected when seeking emergency medical help during an overdose, even if illegal substances are involved, under AB 472 – The 911 Good Samaritan Law.

Response Procedures for Dangerous, Violent, or Unlawful Activities

All school staff must report and respond to incidents involving threats to school safety, including but not limited to acts of violence, possession of weapons, criminal behavior, gang activity, and illegal substance use. School staff will follow these procedures in collaboration with law enforcement, site administrators, and district safety teams, consistent with legal obligations and student rights.

1. Types of Dangerous or Unlawful Activities Addressed

- Physical altercations or assaults
- Threats of violence, including written or verbal threats
- Weapons possession or use
- Drug or alcohol possession or distribution
- Vandalism or destruction of school property
- Gang-related activity or intimidation
- Hate crimes or bias-motivated threats
- Sexual harassment or misconduct
- Trespassing or unauthorized individuals on campus

2. Immediate Staff Response

- Ensure safety first: Call 911 if there is an immediate threat to life or serious injury.
- Notify the principal or site administrator immediately.
- Do not attempt to physically intervene in violent altercations unless trained and it is necessary to prevent harm.
- Use the school's emergency communication system (e.g., PA system, radio, phone) to alert others if appropriate.

3. Incident Containment and Student Protection

- Move bystanders and uninvolved students to a safe area.
- If needed, initiate:

o Lockdown (for armed or violent intruder situations)

o Shelter-in-Place (for threats in the surrounding community)

o Evacuation (for bomb threats, fires, or hazardous materials)

- Supervise all students under staff care until the all-clear is given.

4. Notification and Coordination

- Contact appropriate agencies:

o Law enforcement for criminal or violent activity

o District office safety coordinator or student services

o Child Protective Services (CPS) if child abuse is suspected

- Secure and preserve evidence (e.g., written threats, surveillance footage, contraband) without handling more than necessary.
- Complete an incident report within 24 hours of the event.

5. Investigation and Disciplinary Response

- The site administrator will initiate an investigation per district policy.
- Disciplinary action will be taken in accordance with:

o California Education Code §48900–48915

o District disciplinary guidelines

o Due process rights of students

- Law enforcement will handle any criminal charges or citations independently of school discipline.

6. Communication to Families and Community

- Parents/guardians of involved students will be notified as soon as appropriate.
- Broader communication to the school community will be coordinated by the district's Public Information Officer (PIO) to ensure accurate, lawful, and trauma-sensitive messaging.

7. Support Services

- Provide access to:

o School counselors or psychologists

o Crisis response or mental health teams

o Restorative justice or conflict resolution programs (as applicable)

- Offer debriefing and support for affected students, staff, and families.

8. Documentation and Review

- Maintain confidential records of:

- o The incident
- o Actions taken
- o Law enforcement involvement
- o Parent/guardian notifications
 - Each incident will be reviewed by the school safety committee to assess response effectiveness and update procedures if needed.

9. Prevention and Training

- Staff shall receive annual training in:
 - o De-escalation techniques
 - o Threat recognition and reporting
 - o Safe response to violent behavior
 - o Student rights and legal mandates
 - Schools shall implement:
 - o School-wide behavior expectations (e.g., PBIS)
 - o Anonymous reporting systems
 - o Early intervention protocols for students exhibiting concerning behavior

Instructional Continuity Plan

Lakeview Elementary will implement an Instructional Continuity Plan to ensure the ongoing delivery of instruction and student support during emergencies that disrupt normal school operations. The plan includes alternative instructional methods, clear communication systems, and equitable access to learning resources. Staff will collaborate to provide consistent instruction, maintain student engagement, and support academic and emotional well-being until normal operations resume.

Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on June 4, 2025 and adopted by Lakeview Elementary School on June 10, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282. This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Lakeview Elementary School will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email

School Portal
Social Media
Flyers

These communication strategies not only support emergency response efforts, but also strengthen ongoing collaboration between home and school. By prioritizing two-way communication, the Rescue Union School District ensures that families are informed, supported, and engaged—helping to foster student stability, emotional well-being, and continuity of learning throughout any disruption.

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

Lakeview Elementary School recognizes that unforeseen events—such as power outages, natural disasters, or damage to school or district infrastructure—can significantly impact our ability to maintain consistent two-way communication with students and families. As part of our Learning Continuity Plan, we have developed contingency strategies to ensure that communication remains as accessible and responsive as possible during these challenging times.

When digital communication methods such as email, SMS, and the district website may be temporarily unavailable due to technical disruptions, our staff will activate alternative approaches and prioritize methods that do not rely on internet access or electricity. These include:

Utilizing Mobile Networks for SMS and Phone Calls: In areas where mobile service remains intact, the district will continue to use text messages and phone calls as the primary means of communication with families.

Posting Information at Central Locations: Physical flyers and notices may be posted at key community locations such as school entrances, district offices, and local gathering places when safe to do so.

Radio or Local News Alerts: If applicable and feasible, important messages may be relayed through local radio stations or community news outlets to reach a broader audience.

Coordination with Emergency Services: The district may also work with local emergency management agencies to disseminate critical information and updates to families through established public communication channels.

Home Visits in Extreme Cases: In the event of prolonged outages and when other methods are inaccessible, site administrators or designated staff may conduct wellness checks or deliver printed information directly to homes, conditions permitting and with safety as the top priority.

Through these contingency measures, Rescue Union School District strives to maintain clear and compassionate communication—even under the most difficult circumstances. These efforts reflect our unwavering commitment to student safety, continuity of instruction, and maintaining strong family-school partnerships, no matter the situation.

Support for Special Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

Lakeview Elementary School is deeply committed to nurturing the whole child by providing comprehensive support systems that address not only academic success, but also the social-emotional and mental health needs of every student. We understand that in order for students to thrive in their learning environments—whether in person or during periods of instructional disruption—they must feel safe, supported, and connected.

To ensure our students receive the care and guidance they need, we have a well-established network of professionals across all school sites, including:

School Counselors who deliver classroom lessons, individual support, and small group counseling to promote emotional regulation, social skills, conflict resolution, and healthy decision-making.

School Behaviorists who provide targeted behavioral interventions and collaborate with staff to implement positive behavior supports and response strategies.

School Psychologists who assess and support students' learning needs, provide mental health counseling, and contribute to individualized education plans and crisis intervention efforts.

School Nurses who offer health screenings, manage chronic conditions, respond to student health concerns, and serve as critical links in coordinating care and referrals to outside providers.

Special Education Teams including teachers, instructional aides, speech and language pathologists, occupational therapists, and other specialists who work collaboratively to provide individualized services and ensure access to curriculum for students with disabilities.

In addition to individual supports, the district utilizes evidence-based programs and initiatives to create safe and inclusive school climates. These include social-emotional learning (SEL) curricula, character education, and wellness initiatives designed to build resilience, empathy, and a positive sense of self in all students.

During times of crisis or remote learning, our staff remains in close contact with families and students to ensure continuity of services. Tele-counseling, virtual IEP meetings, home check-ins, and digital learning support are all strategies used to maintain strong, student-centered connections, regardless of setting.

Through these efforts, Rescue Union School District ensures that every child—no matter their circumstances—has access to a caring, capable team of professionals dedicated to their well-being and success.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction.

As required, Lakeview Elementary School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements.

As required, Lakeview Elementary School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Remote Instruction

Plans for remote instruction.

As required, Lakeview Elementary School remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

Plans for remote learning will include:

- * Daily interaction with teachers for all students,
- * Synchronous and asynchronous learning activities,
- * Standards-aligned instruction delivered through digital platforms, and
- * Regular progress monitoring and feedback to students and families.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

To ensure students can fully engage in learning, Rescue Union School District will provide both digital and non-digital instructional materials based on student needs. These materials may be distributed through:

- * On-site pickup or drive-through distribution events,
- * Delivery to homes when transportation is a barrier,
- * Downloadable resources through the district or school websites, and
- * Printed packets for families without reliable internet access.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Students will access lessons and submit assignments using familiar digital platforms:

- * Google Classroom will serve as the primary platform for all grade levels to access instructional content, submit assignments, and communicate with teachers.
- * Jupiter Ed will also be utilized at the middle school level for assignment tracking, communication, and grading.
- * Teachers and staff will provide training and ongoing support to students and families on how to navigate these platforms.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Lakeview Elementary School provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

In the event that a school closure extends beyond the district's capacity to resume instruction, students may be temporarily reassigned to neighboring local education agencies (LEAs). This will be done in collaboration with the El Dorado County Office of Education and surrounding districts. Procedures for temporary reassignment will include:

- * Parent and guardian notification and consent,
- * Coordination of transportation and services,
- * Continuity of academic records and supports (including IEPs and 504 Plans), and
- * Transition back to the home school once conditions allow.

These plans reflect our district's strong commitment to maintaining educational continuity, minimizing learning loss, and supporting students and families during times of uncertainty.

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Timely and transparent communication is essential during any instructional transition. To keep students, families, staff, and faculty informed:

Communication Methods: The district will use a combination of SMS (text messages), phone calls, email, Google Classroom announcements, district and school websites, social media platforms, and printed flyers when needed.

Timelines and Frequency: Major updates will be communicated within 24–48 hours of any change in instructional delivery. Ongoing updates, resources, and instructions will be provided at least weekly, with immediate alerts issued for urgent matters.

Audience-Specific Outreach: Separate communication streams will be maintained for families, students, staff, and faculty to ensure that all stakeholders receive relevant and targeted information.

Tehnological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

To support a rapid pivot from in-person to remote learning, the district has invested in tools, training, and infrastructure that prepare both students and educators for success in a digital environment.

Device Access: All students in grades 1–8 are assigned Chromebooks, while students in Transitional Kindergarten and Kindergarten have access to iPads. Devices are distributed at the start of the year and as needed during emergencies.

Internet Connectivity: The district provides support for families who lack internet access, including Wi-Fi hotspots or coordination with internet service providers for low-cost options.

Online Platforms: Students and teachers utilize Google Classroom for accessing assignments, instructional content, and class communication. Jupiter Ed is also used in middle schools for assignment tracking and communication.

Educator Readiness: Teachers receive regular professional development on digital tools, remote instructional strategies, and the implementation of Independent Study in alignment with California Education Code sections 51747 and 51749.5.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

During a shift to remote instruction, the district ensures continuity of learning by prioritizing essential academic standards and maintaining rigorous expectations.

Essential Learning Prioritization: Grade-level and subject-area teams identify standards-aligned learning objectives that are most critical for student success and progression.

Monitoring Progress: Teachers use formative and summative assessments, assignment completion rates, and direct student feedback to monitor progress and adjust instruction accordingly.

Support Services: To support ongoing learning, the district offers:

- * Virtual office hours and drop-in help sessions,
- * Scheduled check-ins for students needing additional guidance,
- * Small group or one-on-one tutoring, and

- * Continued access to intervention programs and academic specialists.

Through these coordinated efforts, Rescue Union School District ensures that all students remain connected, supported, and engaged in their learning, regardless of the instructional format. Our instructional continuity planning reflects the district's deep commitment to equity, academic excellence, and the well-being of our students.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

In the event of an emergency or disaster that prevents in-person instruction, Lakeview Elementary School is committed to ensuring that all students, including students with disabilities, continue to have equal access to instructional resources and support. All students will transition to a robust distance learning model using district-provided Chromebooks for all students in grades 1–5 and iPads for all students in Transitional Kindergarten and Kindergarten. Online platforms such as Google Classroom, Benchmark Advance, Go Math, Twig Science, IXL, Reflex Math, and Accelerated Reader will be utilized to deliver standards-based instruction, maintain academic continuity, and differentiate support based on students' needs.

Students with disabilities will continue to receive services outlined in their Individualized Education Programs (IEPs) through virtual platforms. Special education teachers, aides, related service providers, and general education teachers will collaborate regularly via online meetings to ensure that accommodations, modifications, and direct services are maintained. IEP meetings will be held virtually to ensure ongoing compliance with IDEA requirements, and services such as speech therapy, counseling, and occupational therapy will be provided remotely when feasible.

English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

English learners (ELs) will continue to receive designated and integrated English Language Development (ELD) instruction through online small groups and individual sessions with credentialed teachers. Instruction will remain aligned to the California English Learner Roadmap Policy, ensuring students have full access to grade-level academic content, scaffolded supports to develop English proficiency, and culturally and linguistically sustaining practices. Regular monitoring of language acquisition progress will occur through formative assessments and ELPAC testing, with ongoing communication with families in their preferred languages. Through these comprehensive strategies, Lakeview Elementary School will ensure that all students continue to learn, grow, and stay connected during emergency or disaster closures, with special attention to our most vulnerable populations.

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

The district will offer ongoing professional development focused on essential areas such as:

- * Effective Remote Instructional Strategies: Training sessions on how to engage students in a virtual environment, including best practices for synchronous and asynchronous learning.
- * Technology Tools and Platforms: Workshops and tutorials on the effective use of Google Classroom, Jupiter Ed (for middle schools), Zoom, and other digital tools used for instruction, communication, and assessment.
- * Independent Study Requirements: Guidance on meeting California Education Code sections 51747 and 51749.5, including how to implement attendance documentation, daily engagement, and student participation requirements.
- * Assessment in a Remote Environment: Strategies for administering formative and summative assessments virtually, monitoring student progress, and providing feedback to support learning.
- * Social-Emotional Learning (SEL) and Student Engagement: Training on integrating SEL practices into remote instruction to maintain student connection, well-being, and motivation.

Professional development will be offered in multiple formats—including live virtual workshops, on-demand recorded sessions, and hands-on coaching—to meet the varied needs of our educators.

Resources for Staff

To support ongoing learning and immediate application of skills, the district will provide:

- * A digital resource library with tutorials, templates, and instructional guides,
- * Access to help desks and tech support teams during instructional hours,
- * Sample lesson plans and digital curriculum resources aligned to state standards, and
- * Collaboration opportunities through professional learning communities (PLCs) to share best practices and innovative solutions.

Through these comprehensive professional learning systems and supports, Rescue Union School District ensures that teachers and staff are well-equipped to maintain instructional excellence and student engagement, even during the challenges presented by an emergency or shift to remote learning.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

In the event of an emergency or natural disaster, Rescue Union School District is committed to maintaining the physical and mental health support systems that are essential to student and family well-being. The district has developed comprehensive plans to ensure ongoing access to critical health services, educational supports, and basic needs assistance—both during in-person instruction and adapted for remote or hybrid learning environments.

Access to Physical and Mental Health Professionals

The district will continue to provide access to a full range of health professionals, including:

- * School Nurses who support the physical health needs of students, provide medication management, health screenings, and respond to medical emergencies.
- * School Counselors, Behaviorists, and Psychologists who offer mental health counseling, crisis intervention, social-emotional support, and behavioral consultation.
- * Multilingual Staff and Services: To ensure equitable access, the district will make available staff and interpreters who can provide mental health and health services in languages other than English, supporting the needs of our diverse student population.

Virtual telehealth services, phone consultations, and translated communications will be available when face-to-face services are not possible.

Plans to provide access back-up, water and medicines in the event of an emergency.

In preparation for emergencies, each school site maintains backup water supplies, non-perishable food, and essential medicines (in accordance with student health plans). Emergency supply inventories are regularly updated and reviewed, and school nurses coordinate medication needs to ensure continuity of care during extended disruptions.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Lakeview Elementary School's plan ensures that other critical student support services continue, even during transitions to remote or hybrid learning:

- * Special Education Services: Students with Individualized Education Programs (IEPs) and Section 504 Plans will continue to receive services, supports, and accommodations through virtual meetings, teletherapy sessions, home visits (if necessary and safe), and online specialized instruction.

- * Counseling and Wellness Services: Regular check-ins, virtual counseling sessions, small group social-emotional lessons, and crisis response services will be maintained.
- * Expanded Learning (After-School Programs): If in-person after-school programs are disrupted, the district will offer virtual after-school engagement opportunities, including academic tutoring, enrichment activities, and social clubs.
- * Nutrition Services: Kitchens and food services will remain operational to the extent possible, with adaptations including grab-and-go meal distribution, meal delivery options, or other approved community meal programs for students during periods of remote learning or extended school closures.

Through these coordinated efforts, Lakeview Elementary School ensures that every student continues to have access to the essential services they need to thrive—academically, physically, and emotionally—no matter the circumstances.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents in the development and implementation of this ICP.

Lakeview Elementary School strongly believes that the success of the Instructional Continuity Plan relies on collaboration with all members of our school community. The development and implementation of this plan reflect the input and shared expertise of administrators, faculty, information technology staff, students, and parents, ensuring a plan that is both comprehensive and responsive to the needs of all stakeholders.

To gather meaningful feedback during the development of this plan, the district utilized several established engagement tools:

- * Culture and Climate Survey: Students across the district participated in the annual Culture and Climate Survey, providing valuable feedback on their experiences related to school safety, belonging, engagement, and emotional well-being. Their input helped shape priorities for maintaining connection and support during times of disruption.
- * LCAP Survey: Families were invited to share their perspectives through the district's Local Control and Accountability Plan (LCAP) Survey. Responses highlighted family priorities around communication, academic support, access to technology, and social-emotional learning, all of which are reflected in the plan's strategies.
- * Department Services and Employee Services Surveys: Faculty and staff provided critical feedback through the Department Services and Employee Services Surveys, sharing insights into the operational needs, professional development priorities, and resources necessary to maintain instructional quality and student support during emergencies.

In addition to these surveys, School Site Councils—which include administrators, teachers, parents, and community members—were given opportunities to review, discuss, and provide input on the draft Instructional Continuity Plan. This collaborative process ensures that the voices of our school communities are not only heard but integrated into the decision-making and action steps outlined in the plan.

By incorporating this broad base of feedback, Rescue Union School District's Instructional Continuity Plan is firmly rooted in the shared commitment to providing safe, supportive, and effective learning environments for every student, even in the face of unexpected challenges.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

Lakeview Elementary School is committed to ensuring that any return to in-person learning following a disruption due to an emergency or disaster is safe, organized, and supportive for students, staff, and families. Our decision-making will be guided by a focus on health, safety, and the well-being of our entire school community.

The following conditions must be met before reopening school sites for in-person instruction:

- * Facility Safety Inspections: School facilities must undergo thorough inspections to ensure that buildings, grounds, and essential systems (e.g., electrical, HVAC, water) are safe, operational, and compliant with local, state, and federal safety standards.
- * Clearance by Local Authorities: The district will coordinate closely with local health departments, fire marshals, and emergency management agencies to receive clearance that it is safe to reopen.
- * Availability of Essential Utilities and Supplies: Schools must have stable access to clean water, electricity, internet connectivity, and emergency supplies, including food and medical resources, to meet student and staff needs.

- * Restoration of Transportation Services: Student transportation must be available and safe to resume normal or adjusted operations to ensure access for all students.
- * Staff Readiness and Safety Measures: Adequate staffing must be in place, including access to health and support personnel. Any required health and safety measures, such as personal protective equipment (PPE), cleaning protocols, or health screenings, must also be ready for implementation if conditions warrant.
- * Communication to Families and Staff: Families, students, and employees will receive clear and timely communication outlining reopening plans, updated safety protocols, expectations for attendance, and supports available during the transition.
- * Mental Health and Academic Reentry Supports: Plans will be in place to support the emotional and academic transition back to campus, including counseling services, trauma-informed practices, and academic assessments to determine individual student needs.

In the event that full reopening is not immediately possible, the district may implement a phased reopening plan or temporary hybrid model to prioritize the return of certain groups of students first, such as those with specialized needs, early learners, or students requiring intensive support.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Lakeview Elementary School's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Lakeview Elementary School's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

- * School Site Councils and Advisory Committees,
- * Survey data from students (Culture and Climate Survey), families (LCAP Survey), and staff (Department and Employee Services Surveys), and
- * Input from school administrators and district leadership teams.

Procedures for Immigration Enforcement Notification

Confirmation Protocol

Detail the specific process and designated staff member (e.g., principal, superintendent) responsible for confirming the presence of immigration enforcement on the schoolsite, which triggers the notification requirement.

Site Administrative staff will confirm the presence of immigration enforcement on the school site to the Superintendent and/or Assistant Superintendent. This notification will trigger the notification requirement.

Required Notification Recipients

The procedures must ensure notification is issued to the following groups:

- Parents and guardians of pupils
- Teachers
- Administrators
- School personnel

Once notification regarding immigration enforcement on a school site is prepared, all stakeholders shall be notified, including parents and guardians, all school site staff (certificated and classified), and administrators.

Notification Timing

Specify the timeline for issuing notification following confirmation, ensuring it aligns with safety goals and minimizes panic.

The site administrator will complete an Immigration Notification Incident Report noting date, time, officer names, documents presented, and actions taken and will submit to the District Office within 24 hours. The notification will be issued to all stakeholders as soon as possible of any immigration enforcement request or contact involving their student, unless prohibited by law.

Safety and Well-being Standard

The content and timing of the notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite.

The safety of students will take precedence over communication. Once safety and an orderly environment have been secured, detailed communication will be sent to all stakeholders that has been approved by the Superintendent or designee.

Privacy Constraint

The notification shall not include any personally identifiable information.

The District shall not release student records or personal information without legal verification and approval by the District Superintendent or Assistant Superintendent, per FERPA and Ed Code §49076.

Notification Methods

Specify the secure methods used for two-way communication to reach the required recipients, such as mass communication systems, email, or school portals, and detail how these methods are maintained.

Communication may be done through Catapult emails, text messages, or phone calls. Additionally, Google Classroom and/or Jupiter Ed may be used at the middle school level.

Resource Provision (Optional but Encouraged)

The notification may include a hyperlink to additional resources for families regarding:

- Educational rights
- State laws that protect parents' and students' privacy and confidentiality
- Counseling or support services (including services that support families impacted by immigration enforcement and model policies adopted by the LEA).

Communication will be limited to information regarding the ICE visit.

Annual Evaluation

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

Public Availability

An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

The School Site Safety plan is available by request only.

State Guidance

Compliance with this plan should align with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website

Safety Plan Review, Evaluation and Amendment Procedures

The Lakeview Elementary School comprehensive safety plan will be reviewed, evaluated and amended (if necessary) in January each year.

Pursuant to Education Code Section 35294.6(a), the Rescue Union School District adopts this comprehensive school safety plan at a regular meeting of the Board of Trustees. An opportunity for public comment will be provided during this meeting, prior to the plan's adoption.

Safety Plan Appendices

Emergency Contact Numbers

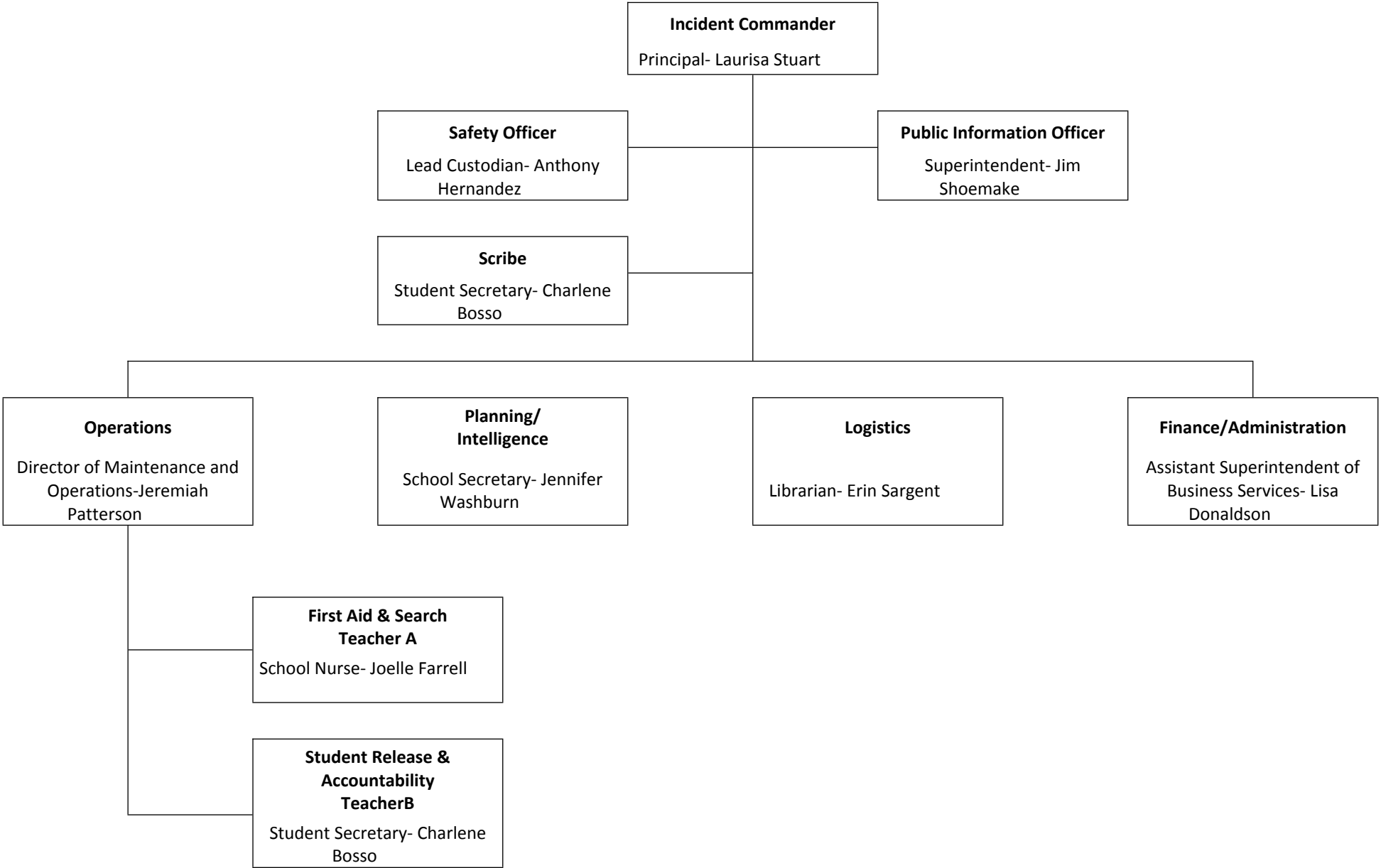
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Rescue Fire Department	530-626-4911	
Law Enforcement/Fire/Paramedic	El Dorado Hills Fire Department	916-933-6623	
Law Enforcement/Fire/Paramedic	Sheriff's Office	530-621-6600	
School District	RUSD District Office	530-677-4461	
School District	RUSD Transportation	530-672-4310	
School District	RUSD Food Service	530-672-4466	
School District	RUSD Facilities/Maintenance	530-672-4300	
School District	RUSD Technology	530-672-4841	
School District	RUSD Special Services	530-672-4830	
Local Hospitals	Marshall Medical Center	530-622-1441	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Safety Team Meeting- Lakeview Safety Plan Review	October 16, 2025	Survey Results/Handbook/Plan
School Site Council- Lakeview Safety Plan Review	November 4, 2025	Survey Results/Handbook/Plan
Board Meeting- Lakeview Safety Plan Review	February 2026	Agenda

Lakeview Elementary School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

The first response to an emergency is to determine the type of emergency that has occurred. Procedures for several different types of emergencies are listed in the following section.

Step Two: Identify the Level of Emergency

The second step in responding to an emergency is to determine the level of emergency. To assist schools in classifying emergency situations there is a three tiered rating below:

- Level 1 Emergency: A minor emergency that is handled by school personnel without the assistance from outside agencies, e.g., a temporary power outage, a minor injury during PE.
- Level 2 Emergency: A moderate emergency that requires assistance from outside agencies, such as a fire or an injury which requires an ambulance.
- Level 3 Emergency: A major emergency event that requires assistance from outside agencies such as a major earthquake, a civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

Step Three: Determine the Immediate Response Action

Once the type and extent of an emergency have been identified, school personnel can determine if an immediate response action is required. The most common immediate response actions initiated during school emergencies are:

- Duck and Cover: Students and staff protect themselves by crouching under a table, desk, or chair until the danger passes.
- Shelter in Place: Students and staff are kept indoors in order to isolate them from the outdoor environment.
- Lock Down: Students and staff are kept in a designated locked area with blinds closed and lights off and sitting quietly until danger has passed, such as an intruder being on campus.
- Evacuate Building: Students and staff are escorted outside to an assembly area if it has been determined that it is too dangerous to remain indoors. Assist individuals who are unable to evacuate on their own to the best of your ability.
- Evacuate Campus: Students and staff are escorted to an off-site assembly area if it has been determined that it is too dangerous to remain on campus. Assist individuals who are unable to evacuate on their own to the best of your ability.
- All Clear: Notification is given that normal school operations should resume.

Step Four: Communicate the Appropriate Response Action

Once the type of immediate response action is determined, the incident commander must immediately inform the site's staff which response action to take. The most important method of communication depends on the response action selected. When announcing what response to take, avoid codes, jargon, or any other potentially confusing vocabulary. Be calm, direct, and clear in your announcements.

- Duck and Cover: Immediately use the site's school-wide communication system to instruct students and staff to protect themselves by moving into a "duck and cover" position by crouching under a table, desk, or chair until the danger passes.

Time is the most urgent matter with this response action as the emergency may take place before the announcement can be made. However, do not assume that all members of the site are already in a "duck and cover" position. Make the announcement even if the immediate crisis has passed.

- **Shelter in Place:** Immediately use the site's school-wide communication system to instruct students and staff that they are to stay indoors until further notice, even if the heating and air conditioning system is disabled.
- **Lock Down:** Immediately use the site's school-wide communication system to instruct staff to lock all exterior doors, to close any open windows along with blinds, and to keep students as far away as possible from any windows until further notice.
- **Evacuate Building:** Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the sites outside assembly area. Assist individuals who are unable to evacuate on their own to the best of your ability.
- **Evacuate Campus:** Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the sites outside assembly area. From there, notify staff and students using a bullhorn that it has been determined that it is too dangerous to remain on campus. Provide instructions on how staff and students will be relocated. Assist individuals who are unable to evacuate on their own to the best of your ability.

Types of Emergencies & Specific Procedures

Aircraft Crash

If an aircraft crashes ON CAMPUS:

- * Sound the fire alarm (if there is no explosion or ongoing danger that would make evacuation hazardous).
- * Call 911 immediately, reporting:
 - * The location and nature of the crash
 - * Any observed injuries or fire
 - * The presence of fuel leaks, smoke, or hazardous materials
- * Evacuate the area quickly and calmly using established evacuation routes, avoiding the crash site.
- * Teachers take emergency backpacks and student rosters.
- * Admin or designee initiates the Incident Command System (ICS) and assumes the role of Incident Commander until relieved by emergency personnel.
- * School staff secures perimeter and prevents re-entry to the crash site.
- * First aid is administered to the injured until professional help arrives.

If an aircraft crashes NEAR CAMPUS:

- * Assess proximity to school and determine risk of fire, explosion, or hazardous materials.
- * Move students and staff indoors if the crash is near but poses no immediate threat.
- * Close windows and doors. Shut down HVAC system if there is smoke or chemical odor.
- * Prepare for potential evacuation if instructed by emergency services.
- * Maintain communication with district officials and local emergency responders.

2. Shelter-in-Place (if needed)

If there is a danger from airborne toxins or fire:

- * Announce: "Shelter-in-Place. This is not a drill. Please proceed indoors and seal all windows and doors."

Turn off air-handling systems.

- * Keep students calm and inside until all-clear is given.

Animal Disturbance

1. Identification of Threat

- * Any staff member or student who observes an animal that poses a threat should immediately notify the main office.
- * Do not approach or attempt to capture the animal.
- * Take note of the animal's type, location, behavior, and direction of movement.

2. Immediate Actions by School Staff

If the animal is ON CAMPUS and poses a danger:

- * Announce a "Shelter-in-Place" over the intercom:
"Shelter-in-Place. There is an animal on campus. Please remain indoors and secure all doors and windows. This is not a drill."
- * Close and lock all doors and windows; bring students inside from playgrounds, fields, and lunch areas.
- * Keep students away from windows and glass doors.
- * Alert district office and animal control (or local law enforcement if necessary).
- * Designate a staff member to monitor the animal from a safe distance and report its movement.

If the animal is OFF CAMPUS but nearby:

- * Limit outdoor activity until the situation is resolved.
- * Maintain supervision and prevent students from approaching or interacting with the animal.
- * Keep communication open with local authorities regarding the animal's location and behavior.

3. Communication

- * Use internal radios or the intercom system to coordinate staff communication.
- * Notify parents/guardians if the incident significantly disrupts the school day or poses risk.

- * Use discretion when notifying students to avoid unnecessary panic.

4. Resolution

- * Wait for animal control officers to capture or remove the animal.
- * Do not resume outdoor activities until the all-clear is given by administration.
- * If injuries occur, follow first aid and emergency medical response protocols.

Armed Assault on Campus

1. Identification of Threat

- * Any student or staff member who sees or suspects an armed individual must immediately notify the office or call 911 if safe to do so.
- * Provide as much information as possible:
 - * Description of the individual(s) and weapon(s)
 - * Location and direction of movement
 - * Any injuries observed

2. Immediate Actions

If an Armed Individual is ON Campus:

- * Initiate Lockdown immediately using intercom or PA system:
 - “ Lockdown. Lockdown. This is not a drill. Armed intruder on campus. Follow lockdown procedures immediately.”
- * Call 911 and provide location, description, and actions of the suspect.
- * Activate the Incident Command System (ICS) and assign emergency roles (if safe to do so).
- * All classrooms and offices should immediately:
 - * Lock doors and turn off lights
 - * Instruct students to move away from doors/windows and remain quiet
 - * Silence cell phones
 - * Barricade doors if possible and safe
 - * Remain in place until law enforcement arrives and gives the all-clear

If an Armed Individual is NEAR Campus:

- * Initiate Secure Campus procedure (formerly known as "lockout"):
 - “Secure Campus. This is not a drill. There is police activity near campus. Please remain inside. Lock all doors and windows.”
- * Continue instructional activities indoors
- * Do not allow anyone to leave or enter the campus until cleared by law enforcement

3. Staff Responsibilities

- * Teachers are responsible for securing their rooms and maintaining student accountability.
- * Office staff not in immediate danger will assist with:
 1. Emergency communications
 2. Contacting law enforcement and district officials
 3. Locking exterior gates and entrances if safe
- * Custodial and support staff will assist only if safe; otherwise, they must also secure themselves in the nearest safe location.

4. Communication

- * Use emergency notification systems (e.g., Catapult) to inform parents:
 - * Only when it is safe and information is verified
 - * Emphasize not to come to campus during the incident
 - * Coordinate directly with law enforcement on all public information releases.

Biological or Chemical Release

1. Types of Threats Covered

- * Chemical spill or gas leak (e.g., chlorine, ammonia)
- * Pesticide or hazardous material exposure
- * Suspicious powder or substance (potential bioterrorism agent)

- * Airborne contaminant from industrial accident or nearby traffic accident

2. Initial Response and Identification

- * Any person identifying a suspicious substance, strong odor, or unusual symptoms (e.g., coughing, burning eyes) must immediately:
- * Notify the main office or administrator
- * Call 911 if a release is suspected or confirmed

DO NOT touch or attempt to clean up the substance.

Note the location, appearance, and odor of the substance (if known) and relay to emergency responders.

3. Immediate Actions by Administration

If the release is OUTSIDE the school:

Initiate Shelter-in-Place:

“Shelter-in-Place. There is a chemical hazard in the area. Please proceed indoors and seal windows and doors. This is not a drill.”

- * Close all windows, doors, and air vents.
- * Shut down HVAC systems to prevent outside air from entering.
- * Move students to interior rooms if possible.
- * Keep staff and students calm and await further instructions from emergency officials.

If the release is INSIDE the school:

Initiate Evacuation if it is safe and the location of the release is contained:

- * Evacuate away from the affected area using pre-determined safe routes.
- * Do not evacuate into a contaminated area.
- * If evacuation is unsafe, shelter-in-place in rooms farthest from the affected area and seal rooms.
- * Call 911 and report the situation immediately.
- * Contact district office and environmental health services as needed.

4. Staff Responsibilities

Teachers:

- * Take roll and maintain supervision
- * Keep students calm and informed
- * Seal windows and doors with available materials (plastic sheets, towels)

Office staff:

- * Relay updates to staff
- * Monitor communication with 911 and public safety

Custodial staff:

- * Assist with HVAC shutoff and facility control, if safe

5. Communication

- * Notify parents/guardians using the school’s emergency communication system (e.g., Catapult) when it is safe to do so.
- * Emphasize the need to not come to the school until instructed.

Follow public health guidance and coordinate messaging with local authorities (e.g., county emergency management, fire, hazmat teams).

6. Medical and Decontamination

If exposure is suspected:

- * Move affected individuals to a designated decontamination area or as directed by authorities.

- * Administer basic first aid if necessary, avoiding contact with contaminants.
- * Await arrival of hazardous materials response team for professional evaluation and treatment.

Bomb Threat/ Threat Of violence

1. Identification of Threat

If a bomb threat is received by phone:

- * Remain calm and keep the caller on the line as long as possible.
- * Use the Bomb Threat Checklist to gather information (e.g., caller's voice, background noise, exact words, time of call).
- * Signal another staff member to call 911 while the call is still in progress, if possible.

If the threat is written, emailed, or discovered:

- * Do not touch or disturb the message.
- * Call 911 immediately.
- * Notify the principal or site administrator.
- * Preserve evidence by saving or photographing the message if digital.

2. Immediate Administrative Actions

- * Call 911 and report the threat.
- * Activate the Incident Command System (ICS).
- * Do not use radios or cell phones near a suspected device to avoid triggering it.
- * Consult with law enforcement before deciding to evacuate or shelter in place.

3. Evacuation or Shelter-in-Place Decision

Follow the direction of law enforcement or fire officials.

If evacuation is ordered:

- * Use primary evacuation routes unless a specific threat location is known—then use alternate routes.
- * Teachers bring emergency backpacks and student rosters.
- * Avoid any suspicious packages or items.
- * Leave doors and windows open to reduce blast damage.
- * Move to predesignated evacuation site at a safe distance from buildings.

If shelter-in-place is ordered:

- * Secure all classrooms.
- * Keep students quiet and away from windows and exterior walls.
- * Prepare for a possible evacuation or extended stay.

4. Staff Responsibilities

Teachers:

- * Maintain student supervision and accountability.
- * Take roll at evacuation site or during shelter-in-place.
- * Report any suspicious objects to administration without touching them.

Office and Admin:

- * Coordinate with law enforcement and district safety officials.
- * Handle parent communications.
- * Document the timeline and nature of the threat.

5. Communication

- * Use district-approved emergency communication tools (e.g., Catapult) to inform families:

- * Only when cleared by law enforcement.
- * Provide accurate updates and instructions for reunification if necessary.
- * Do not release unverified information or speculate on the threat's validity.

Bus Disaster

1. Immediate Actions by Bus Driver (If Incident Occurs While En Route)

In Case of Collision or Serious Emergency:

- * Stop the bus in a safe location, if possible.
- * Turn off the engine to reduce fire risk.
- * Assess the situation for injuries, fire, or other dangers.
- * Call 911 to report the emergency and request medical or police assistance.
- * Contact school transportation dispatch and report:
 - Location (nearest intersection, highway mile marker, etc.)
 - Number of students
 - Type of emergency or injuries
- * Keep students calm and seated unless it is unsafe (e.g., smoke, fire, risk of explosion).
- * Evacuate the bus if there is imminent danger using front/rear/side exits as appropriate.
- * Administer first aid if trained and necessary.

2. Immediate Actions by School Administration

Upon Notification of Bus Disaster:

- * Activate the Incident Command System (ICS).
- * Designate a School Incident Commander and assign staff roles (communications, reunification, etc.).

Notify:

- * Emergency responders (if not already contacted)
- * District office/transportation director
- * Parents/guardians via emergency communication systems
- * Dispatch school personnel to the scene, if safe and appropriate, to support responders and students.

3. Staff Responsibilities at the School Site

- * Prepare for student reception if students are returning to campus after the incident.
- * Set up a Reunification Area for parents if needed.
- * Deploy counselors and support staff to assist affected students and staff.
- * Document all actions taken and maintain a log for official reports.

4. Medical & Safety Response

- * Ensure all injured students and staff receive appropriate medical treatment.
- * Record:
 - Names of all passengers
 - Location and nature of any injuries
 - Treatment provided and hospital transport details
- * Maintain clear communication with emergency personnel on scene.

Disorderly Conduct

1. Definition of Disorderly Conduct

Disorderly conduct may include:

- * Verbal threats or aggression
- * Physical fights or altercations
- * Unruly behavior during school events or in common areas
- * Trespassing or refusal to comply with staff instructions
- * Threats to staff or students without a visible weapon

2. Initial Staff Response

- * Stay calm and assess the situation. If there is no immediate threat to safety, use de-escalation techniques.
- * If the situation escalates or involves violence, call the office or dial 911 immediately.
- * Do not attempt to physically intervene unless trained and the situation requires immediate protection of life.
- * Clear the area of bystanders and students if possible.
- * Notify school administration as soon as it is safe to do so.

3. Administrative Actions

- * Administrator or designee responds to the scene with support staff.
- * If behavior is dangerous or threatening:
 - Call 911 if not already done
 - Activate Lockdown if the threat escalates to physical violence or potential weapon use
 - Ensure student and staff safety is maintained above all.

4. Lockdown or Shelter-in-Place (if necessary)

- * If the individual poses an immediate threat and cannot be isolated:
- * Initiate Lockdown for entire school or affected area
- * Keep students behind locked doors and away from windows.
- * Wait for law enforcement to secure the scene and give the all-clear.

5. Communication

- * Notify district office and appropriate school safety personnel.
- * Use emergency communication system (Catapult.) if incident impacts student safety or causes significant disruption.
- * Share accurate and timely updates with staff and parents once verified by administration.

6. Incident Follow-Up

- * Debrief with staff and witnesses involved.
- * Offer mental health and counseling support for affected students and staff.
- * Conduct a threat assessment if the individual is a student.
- * Determine appropriate disciplinary action in accordance with district policies and Ed Code.

7. Documentation and Reporting

Complete incident report detailing:

- * Nature of the behavior
- * Staff response
- * Law enforcement involvement
- * Student/staff impact

Submit documentation to the district office and retain for legal and safety reviews.

8. Prevention and Training

Provide annual training to staff on:

- * De-escalation techniques
- * Identifying early signs of aggressive behavior
- * Emergency response protocols
- * Encourage positive behavior interventions and supports (PBIS) and restorative practices to reduce incidents.
- * Maintain a Visitor Check-In/Check-Out system and staff visibility in high-traffic areas.

Earthquake

Earthquake Procedures:

1. Intense shaking occurs.
2. Teacher gives command "DROP".
3. Staff and student follow Drop, Cover and Hold on procedures.
4. Wait for shaking to stop.

5. Check for injuries and/or trapped individuals. If any individuals are trapped assure them help will be forthcoming.

6. After checking for blocked exits, give command to evacuate.

Drop, Cover and Hold on Procedures:

Drop, Cover and Hold on may be used when there is a danger to students and staff of being injured by debris. Students are trained to go under desks and/or tables cover your head and neck with one arm and hold on to furniture leg with the other arm for protection. Procedures are as follows:

If inside a building or classroom:

- * Get under desk or piece of furniture as a shield
- * Drop to your hands and knees with your back to the window.
- * Make body as small as possible.
- * Cover your head and neck with one arm and hold on to furniture leg with the other arm.
- * Keep eyes closed.
- * If an earthquake, hold on until the shaking stops.
- * Wait for further instructions.

If outside of school buildings:

- * Get clear of all buildings, power lines, light poles or sources that may be dangerous.
- * Lie flat with chest down and back up with face away from dangerous hazards.
- * Cover head, face as much skin surface as possible.
- * Keep eyes closed.
- * Wait for further instructions.

When safe to do so, follow evacuation procedures

Explosion or Risk Of Explosion

1. In the Event of an Actual Explosion

Immediate Actions

- * Duck and cover: Instruct students and staff to take cover under desks, away from windows and overhead hazards.
- * Once safe, evacuate the building immediately, unless evacuation routes are unsafe.
- * Do not use fire alarms if you suspect an explosive device—it could trigger another detonation.
- * Call 911 and report the explosion, including:
 - Location and extent of the damage
 - Known injuries
 - Suspicious circumstances (e.g., if a device was seen before the explosion)
- * Notify school administration and activate the Incident Command System (ICS).

Evacuation Guidelines

Teachers:

- * Take emergency go-bags and student rosters.
- * Lead students calmly to the pre-designated evacuation area.
- * Avoid touching or walking near any suspicious object.
- * Take attendance and report missing or injured students to incident command.

Admin:

- * Confirm the location is safe before directing evacuation.
- * Coordinate with fire, law enforcement, and EMS upon arrival.
- * Ensure gates are unlocked for emergency vehicle access.

2. In the Event of a Risk or Threat of Explosion

Examples of Possible Threats:

- * Suspicious package or device
- * Gas leak or strong chemical odor

- * Bomb threat or warning call
- * Spark or fire near hazardous materials

Immediate Actions

- * Call 911 and report the suspected threat.
- * Do NOT touch or move suspicious objects.
- * Do NOT use cell phones or two-way radios near the object.
- * Notify district office and initiate ICS.

Evacuation or Shelter Decision

- * Only evacuate if the area outside is confirmed safe.
- * Use routes away from the suspected device or hazard.
- * If the threat is outdoors or uncertain, initiate Shelter-in-Place:
"Shelter-in-Place. This is not a drill. Please remain indoors. Close and lock doors and windows. Do not use cell phones."

3. Communication

- * Use PA system or messengers to communicate instructions clearly.
- * Notify parents using emergency notification systems only after verifying the situation with law enforcement.
- * Designate a Public Information Officer (PIO) to coordinate with media and law enforcement.

4. Medical and Safety Response

- * Provide first aid to the injured until EMS arrives.
- * Move injured individuals only if necessary to prevent further harm.
- * Maintain a log of all affected individuals (injured, missing, treated, transported).

Fire in Surrounding Area

1. Initial Identification and Notification

The principal or designee confirms the incident with:

- * Local fire department or CAL FIRE
- * Law enforcement or Office of Emergency Services (OES)
- * District safety office

Monitor updates via:

- * Emergency alert systems (e.g., NOAA Weather Radio, local news)
- * District communication channels
- * Air quality monitoring services (e.g., AQI from AirNow)

2. Immediate Administrative Actions

If there is NO immediate threat to the campus:

- * Announce Shelter-in-Place (if smoke or ash is present):
"Shelter-in-Place. There is a fire in the surrounding area. Please stay indoors. Close windows and doors. This is not a drill."
- * Shut off HVAC systems to prevent smoke from entering.
- * Cancel all outdoor activities, including recess, PE, and after-school sports.
- * Move all students and staff indoors.
- * Limit classroom transitions and keep students in their current locations if possible.

If the fire is approaching the school or evacuation is advised:

- * Coordinate with local emergency services before initiating evacuation.
- * Use pre-identified evacuation routes that avoid exposure to fire or smoke.
- * Prepare for possible relocation to an off-site reunification center if needed.

3. Staff Responsibilities

Teachers:

- * Close windows and doors.
- * Take roll and monitor student health (especially those with asthma or respiratory issues).
- * Keep students calm and informed.

Office/Admin Staff:

- * Maintain open communication with district and emergency services.
- * Prepare emergency go-kits and evacuation rosters in case relocation is necessary.
- * Monitor phone lines and parent inquiries.

4. Communication

- * Use emergency notification systems (e.g., Catapult) to notify families:
 - Status of fire and school operations
 - Any changes to pickup times or transportation
 - Instructions not to come to campus unless directed
- * Coordinate public messaging with the district's Public Information Officer (PIO) and local authorities.

5. Transportation

Work with district transportation to:

- * Re-route buses if roads are closed or conditions are unsafe.
- * Adjust bell schedules or release times as needed.
- * Ensure bus drivers are updated on air quality and visibility concerns.

6. Student Health Monitoring

- * Notify school nurse and office staff to monitor students for:
 - Respiratory distress
 - Headaches, dizziness, or eye irritation
- * Provide access to asthma inhalers or emergency medication as needed.

Fire on School Grounds

Fire Procedures

If you see smoke, fire or if the fire alarm sounds:

Procedure for During Class Time:

1. Teachers:

- o Grab your keys, device and Emergency Bag/Backpack.
- o Check that all exits are clear. If exits are blocked, find alternate exit route.
- o Staff exit the room with students, check that all students are out of the classroom and leave door closed and unlocked and report to the primary evacuation location unless directed to go to a secondary location. (See Evacuation Map)
- o Activate fire alarm pull station if nearby and the alarm is not yet sounding.

2. Students exit the classroom and WALK in an orderly line.

3. NO TALKING IS PERMITTED.

4. Once in the evacuation area and it is safe to do so, teachers take roll and account for each student via Catapult EMS. Account for all students who were present at time of role. The office accounts for absent students that are marked absent in Catapult.

5. Students in classrooms other than their own are to remain with that class until given permission to rejoin their class by both teachers.

6. Students remain in orderly and silent lines until the all clear signal is given.

7. P.E. Classes: Teacher/supervising adult:

- o Stop activity
- o Organize class into silent and orderly lines
- o Lead class to evacuation area.

NOTE: Elevators are not to be used during fire evacuations. Use an alternate route.

Procedure Used Before School, During Lunch and Recess:

1. Students WALK to the designated evacuation area.
2. Students wait in orderly and silent lines for their teacher/supervising adult to give further instructions.

ALL SCHOOL PERSONNEL, CERTIFICATED AND CLASSIFIED ARE TO PARTICIPATE IN ALL FIRE DRILLS

Parents, guests and community people on the grounds during a drill must participate.

Using a Fire Extinguisher

Rescue Union School District provides fire extinguisher training to faculty and staff upon being hired and annually. (California Code of Regulations: Title 8, §6151. Portable Fire Extinguishers. Section G.)

During the beginning stages of a fire:

1. Pull the fire alarm (This will notify the Fire Department automatically)
2. Identify a safe evacuation path before approaching the fire. Do not allow the fire, heat, or smoke to come between you and your evacuation path.
3. Evacuate students from the room and line up outside of the classroom then, if safe to do so, the teacher/staff member may attempt to put out the fire with a fire extinguisher.
4. Discharge the extinguisher within its effective range using the P.A.S.S. technique:
Pull, Aim, Squeeze, and Sweep.
5. Back away from an extinguished fire in case it flames up again.
6. Evacuate immediately if the extinguisher is empty and the fire is not out.
7. Evacuate immediately if the fire progresses.
8. After you evacuate, call 911, if appropriate.

If evacuation is necessary, follow evacuation procedures.

Most fire extinguishers operate using the following P.A.S.S. technique:

1. PULL... Pull the pin. This will also break the tamper seal.
2. AIM... Aim low, pointing the extinguisher nozzle (or its horn or hose) at the base of the fire.
NOTE: Do not touch the plastic discharge horn on CO2 extinguishers, it gets very cold and may damage skin.
3. SQUEEZE... Squeeze the handle to release the extinguishing agent.
4. SWEEP... Sweep from side to side at the base of the fire until it appears to be out. Watch the area. If the fire re-ignites, repeat steps 2 - 4.

If you have the slightest doubt about your ability to fight a fire....EVACUATE IMMEDIATELY!

Flooding

1. Initial Assessment and Notification

* Monitor flood warnings through:

- National Weather Service (NWS)
- Local Office of Emergency Services (OES)
- Emergency alert systems and district notifications

* Site administrator evaluates:

- Current and projected flood levels
- Access to campus and road conditions
- Impact on utilities and infrastructure

2. Administrative Actions

* Activate the Incident Command System (ICS).

* Notify:

- District office
- Local emergency management and public works
- School transportation department

- * Postpone or cancel outdoor activities if flooding is possible.
- * Consider early release or delayed dismissal if conditions worsen.

3. If Flooding is Occurring or Imminent

Shelter-in-Place (if evacuation is unsafe):

“Shelter-in-Place. Please stay indoors. Do not leave the building until further notice.”

- * Move students and staff to higher floors or elevated areas.
- * Turn off electrical equipment if instructed and safe to do so.
- * Block door gaps and cover vents if water begins to enter.
- * Avoid all contact with flood water due to contamination risks.

Evacuation (only if directed and safe):

- * Use pre-identified alternate evacuation routes that avoid low-lying or flooded areas.
- * Do not allow students to walk through moving water.
- * Teachers bring emergency go-bags and student rosters.
- * Account for all students at the evacuation site.

4. Transportation Adjustments

- * Coordinate with the transportation department to reroute or delay buses.
- * Avoid roads known to flood or currently closed by emergency services.
- * Consider relocating students to an alternate safe location if return home is unsafe.

5. Communication

- * Notify parents/guardians through approved channels (Catapult):
 - Flood status and student safety
 - Adjusted release, transportation, or relocation details
 - Instructions not to drive to campus unless directed
- * Coordinate public messaging with district PIO and emergency authorities.

6. Medical and Safety Considerations

- * Monitor students with asthma or health concerns, as mold or water contamination may impact air quality.
- * Avoid contact with:
 - Electrical outlets or waterlogged electronics
 - Contaminated water
- * Keep emergency medical kits and flashlights accessible.

Loss or Failure Of Utilities

1. Types of Utility Failures Covered

- * Power outage
- * Water supply failure or contamination
- * Natural gas leak
- * Loss of heating, air conditioning (HVAC)
- * Loss of internet or phone service

2. Initial Actions Upon Detection

Power Outage:

- * Notify the principal or designee and the district maintenance department.
- * Turn off electrical devices and equipment to prevent damage when power is restored.
- * If it's safe, open blinds/windows to provide light and ventilation.
- * Use battery-powered flashlights (not candles).
- * Monitor emergency radio or communication devices for updates.
- * District office to provide a generator for office phones and computer use for front office staff

Water Outage or Contamination:

- * Stop use of all water (sinks, fountains, restrooms).
- * Notify staff and restrict water access.
- * Provide bottled water and portable sanitation if possible.
- * Contact district maintenance and local public health authorities.

Gas Leak (Suspected or Confirmed):

- * Do not operate light switches or electronic devices.
- * Evacuate the affected building(s) immediately.
- * Call 911 and district maintenance.
- * Notify utility provider (e.g., PG&E or SoCalGas).
- * Initiate Lockout or Evacuation depending on the threat level.

3. Communication Protocols

- * Use alternative communication methods (e.g., two-way radios, cell phones) if phones or internet are down.
- * Notify:
 - District office
 - Parents/guardians (when safe and appropriate)
 - Local utility providers
- * Provide regular updates through available channels (email, text, intercom, PA system).

4. Shelter-in-Place or Evacuation Decision

- * If the outage poses no immediate danger: Shelter-in-Place and monitor conditions.
- * If the environment becomes unsafe or unsanitary (e.g., extreme heat, no running water, gas odor):
- * Consider evacuation or early release in coordination with the district and emergency services.
- * Initiate notification for early student dismissal (early end of school) if needed.

5. Classroom and Student Supervision

- * Continue supervision and instruction as safely possible.
- * Use alternative, non-digital learning materials if power/internet is down.
- * Keep students indoors or in safe, designated areas unless otherwise directed.
- * Monitor students with medical needs (e.g., medication storage that requires refrigeration, oxygen equipment).

6. Food Services

- * Coordinate with nutrition services staff:
 - Halt meal service if food safety standards cannot be maintained (e.g., no refrigeration, no clean water).
 - Use pre-packaged meals or snacks if available.

7. Early Dismissal (if necessary)

- * Notify families through the emergency system with instructions for early pickup.
- * Follow Student Release/Reunification Plan:
 - Verify ID before releasing students.
 - Keep logs of all released students.

8. After-Action and Recovery

- * Work with the district and utility companies to restore services.
- * Assess impact on school operations, learning loss, and food safety.
- * Provide counseling and support if the outage caused disruption or fear.
- * Review and update emergency protocols as needed.

9. Preparedness Measures

- * Maintain emergency supplies in every classroom, including:
 - Flashlights, batteries, bottled water, non-perishable snacks, blankets
- * Back up critical systems and files if applicable.
- * Post emergency procedures near phones and electrical panels.

- * Conduct regular drills that include utility outage scenarios.

Motor Vehicle Crash

1. Types of Incidents Covered

- * Vehicle crashes into a school building, fence, or campus area
- * School bus or school vehicle collision
- * Vehicle accident near school grounds involving students or staff
- * Pedestrian struck by a vehicle near or on campus

2. Immediate Actions by Witness or Staff Member

- * Call 911 immediately, provide:
 - Location of the crash (address or landmark)
 - Type of vehicles involved
 - Injuries or hazards (e.g., fire, fuel leak)
- * Notify the principal or site administrator.
- * Do not move injured persons unless they are in immediate danger (e.g., from fire).
- * Keep students and staff away from the scene.
- * Provide basic first aid only if trained and it is safe to do so.

3. Administrative Actions

- * Activate the Incident Command System (ICS).
- * Assign staff to:
 - Direct emergency responders to the scene
 - Supervise nearby students
 - Manage communication with district and parents
- * If the incident involves a school bus, coordinate with the transportation department to verify passenger lists and notify families.

4. Student and Staff Safety

- * If students were involved or witnessed the crash:
 - Move them to a secure and supervised area.
 - Account for all students using attendance rosters.
 - Keep them away from emergency responders unless needed for medical evaluation.
- * Provide support to any students who may be in shock or distress.

5. Scene Security and Hazards

- * Prevent anyone from entering the crash zone, especially if:
 - There is leaking fuel
 - Downed power lines are present
 - Airbags have deployed or smoke is visible
- * Do not allow staff or students to photograph or post about the crash on social media.

6. Communication Protocols

- * Notify:
 - District office
 - Transportation department, if a school vehicle is involved
 - Parents/guardians if students are injured or affected
- * Use official messaging platforms (ParentSquare, Blackboard, etc.) to avoid misinformation.
- * Designate a Public Information Officer (PIO) to handle media if needed.

Pandemic

1. Coordination and Planning

- * Follow guidance from:
 - California Department of Public Health (CDPH)

- Local County Public Health Department
- Centers for Disease Control and Prevention (CDC)
- California Department of Education (CDE)

* Activate the School Pandemic Response Plan and the Incident Command System (ICS).

* Designate a School Site Health Liaison to coordinate with district and public health officials.

2. Preventative Measures and Campus Health Protocols

* Implement public health protocols as required:

- Handwashing, respiratory hygiene education
- Regular cleaning and disinfection of high-touch surfaces
- Physical distancing (as feasible)
- Required or optional mask usage depending on health orders
- Isolation of symptomatic individuals

* Post signs throughout campus reminding of hygiene protocols and symptoms of illness.

3. Symptom Screening and Reporting

* Daily symptom checks for students and staff as recommended.

* Staff and students should stay home if sick or exhibiting symptoms.

* Report confirmed cases to local health officials per legal requirements (e.g., Cal/OSHA and FERPA compliance).

* Track absences and illness trends for early outbreak detection.

4. Response to Confirmed Case or Exposure

* Isolate the affected individual in a designated quarantine room and send them home as soon as possible.

* Identify and notify close contacts based on current public health definitions.

* Follow current quarantine/isolation guidelines (may vary based on vaccination status and variant severity).

* Communicate with staff and families while protecting individual privacy.

5. Campus Closure or Modified Operations

If advised by public health authorities:

* Transition to remote learning or hybrid instruction models.

* Maintain:

- Online instruction platforms
- Meal services for students (pickup/delivery)
- Access to mental health services

* Communicate clearly about:

- Duration of closure
- Instructional expectations
- Technology access/support
- Grading policies and attendance procedures

6. Continuity of Operations

* Ensure essential staff (e.g., administrators, IT, nutrition services, custodians) have safe working conditions.

* Coordinate with the district for:

- Payroll
- Data systems
- Cleaning and facilities maintenance

* Keep emergency contact information for all students and staff updated.

7. Mental Health and Wellness

* Provide access to:

- School counselors
- Crisis response teams
- Virtual wellness resources

* Promote SEL (social-emotional learning) practices in both in-person and remote environments.

8. Communication Protocols

* Use official school communication systems (ParentSquare, Blackboard, email, website).

* Share:

- Health updates and guidelines
- Changes to instruction or schedules
- Mental health and community resources

* Designate a Public Information Officer (PIO) to coordinate messaging with district and public health agencies.

9. Recovery and Return to Campus

* Follow public health clearance protocols for reopening:

- Deep cleaning and ventilation assessment
- Updated safety signage and supplies (e.g., PPE, sanitizer)
- Return-to-school criteria for students and staff

* Provide reentry support, including:

- Mental health services
- Academic assessments and remediation planning

10. Training and Preparedness

* Train staff on:

- Infection prevention
- Sick student protocols
- Distance learning platforms

* Conduct tabletop or virtual exercises with administrative teams.

11. Supplies and Equipment

Maintain stock of:

* Masks, gloves, thermometers, sanitizers, disinfectants

* Emergency food and water in case of extended shelter-in-place

* Technology tools (e.g., Chromebooks, Wi-Fi hotspots)

Psychological Trauma

1. Identifying Psychological Trauma

Psychological trauma may result from:

- A critical incident (e.g., suicide, death, violent act)
- A natural or man-made disaster
- Prolonged fear (e.g., active shooter lockdown, abuse)
- Media exposure to distressing events
- Loss of a loved one

Symptoms may include:

- Withdrawal, anxiety, or fearfulness
- Crying, emotional outbursts
- Difficulty concentrating or sleeping
- Physical complaints with no medical cause
- Aggressive or defiant behavior

2. Immediate Administrative Actions

- Notify the principal or site crisis response lead.
- Activate the School Crisis Response Team.
- Ensure immediate safety and remove students from the source of trauma (if ongoing).
- Secure the scene if related to an on-campus incident.
- Contact district mental health services and local behavioral health partners for support.
- Protect the privacy and dignity of those involved—limit rumors and social media speculation.

3. Staff Response Procedures

- Teachers or staff who observe trauma symptoms should:
 - o Provide a calm and supportive environment
 - o Listen non-judgmentally without pressing for details
 - o Refer the student to the school counselor, psychologist, or administrator immediately
 - Do not send the student alone if they are visibly distressed.

4. Crisis Counseling and Support Services

- Establish a designated counseling space on campus with trained mental health staff.
- Offer individual and small group counseling to affected students and staff.
- Provide additional supervision for vulnerable students (e.g., those with past trauma or mental health challenges).
- Maintain documentation of services offered and provided.

5. Family and Community Communication

- Notify affected families sensitively and promptly.
- Provide factual, age-appropriate information to the school community:

“Our school experienced a difficult situation today involving [brief description, e.g., the loss of a student]. Counselors are available, and we will continue to support our students through this time.”

- Include referral information for external mental health resources and crisis lines (e.g., 988 Suicide & Crisis Lifeline).

6. Classroom Support

- Teachers should:
 - o Maintain routines but be flexible with academic expectations
 - o Allow students space to talk or take breaks if overwhelmed
 - o Monitor behavior changes and refer concerns to support staff
 - Provide trauma-informed classroom strategies:
 - o Check-ins
 - o Mindfulness or calming exercises
 - o Seating adjustments or safe spaces

Suspected Contamination of Food or Water

1. Types of Potential Contamination Events

- Spoiled or expired food served to students or staff
- Water contamination (e.g., lead, bacteria, chemicals)
- Foodborne illness outbreak (e.g., norovirus, salmonella)
- Intentional tampering or foreign objects found in food/water
- Public Health or Environmental Health advisory for unsafe water

2. Immediate Actions Upon Suspicion or Report

- Stop use of all potentially contaminated food or water immediately.
- Isolate and secure any suspected food or drink to prevent further consumption.
- Remove affected items from service but do not dispose until public health officials can inspect.
- If individuals are ill or showing symptoms:
 - Call 911 for serious symptoms
 - Notify the school nurse, administer first aid as appropriate
 - Document names and symptoms of all affected persons
 - Notify:
 - Principal or designee
 - District nutrition services supervisor
 - Local public health department
 - Facilities or maintenance department (for water issues)

3. Investigation and Assessment

- Initiate a site-based food/water safety assessment with:

- Cafeteria/kitchen staff
- Maintenance personnel (for plumbing or water source issues)
- Environmental health officials
- Retain:
- Sample food/water for testing
- Food labels, preparation records, and vendor delivery logs

4. Isolation and Containment

- Restrict access to any affected areas (kitchen, cafeteria, restrooms, fountains).
- Shut off drinking fountains and sinks if water is suspected to be contaminated.
- Distribute bottled water if needed.

5. Communication Protocols

- Notify staff and families using approved platforms (e.g., Catapult):

"Out of an abundance of caution, we have suspended the use of certain food/water sources on campus today due to a possible contamination concern.

Students are safe and being monitored."

- Coordinate messaging with:
- District Public Information Officer (PIO)
- Local public health agency
- Be transparent but factual—avoid speculation until investigation confirms cause.

6. Alternate Plans for Food and Water

- Switch to pre-packaged meals if school food service is halted.
- Distribute bottled water and/or provide access to portable sanitation if necessary.
- Ensure all students have access to hydration and nutrition through alternative means.

7. Medical Response and Monitoring

- Maintain a log of affected individuals and symptoms.
- Monitor all students and staff who consumed suspected food/water.
- Notify parents/guardians of affected individuals and provide medical recommendations or public health notices.
- Follow reporting procedures for foodborne illness outbreaks as required by state and local agencies.

8. Student Release (If Widespread Exposure or Illness Occurs)

- Activate the Student Release/Reunification Plan if campus needs to be closed or evacuated.
- Provide updates and health recommendations to families at reunification.

9. Recovery and Restoration

- Work with health and safety officials to:
- Clear contaminated sources
- Test and verify water lines or food service equipment
- Clean and sanitize all affected areas
- Document response actions, retain inspection records, and submit reports as required.
- Resume service only after official clearance is given by local agencies.

10. Prevention and Training

- Train cafeteria, custodial, and office staff to recognize signs of contamination or illness.
- Conduct routine checks on:
- Food storage, preparation, and handling practices
- Water testing and plumbing maintenance
- Post safety protocols in food prep and service areas.
- Include contamination scenarios in annual emergency drills and tabletop exercises.

Tactical Responses to Criminal Incidents

1. Types of Criminal Incidents Covered

- Armed intruder on campus
- Active shooter or active assailant
- Hostage situation
- Barricaded subject
- Nearby police pursuit or law enforcement operation
- Serious violent crime on or adjacent to school property

2. Immediate Actions (Recognizing a Threat)

If staff or students observe a threat:

- Call 911 immediately and provide:
- School name and address
- Description of the suspect, weapon, and activity
- Location on or near campus
- Number of people involved or injured
- Notify the principal or site administrator (if safe to do so).
- Initiate an appropriate emergency action:

3. Emergency Response Options

A. Lockdown (If threat is on campus or nearby)

“This is a lockdown. Lock doors, turn off lights, stay out of sight. This is not a drill.”

- Lock all doors and windows.
- Move away from doors and windows.
- Turn off lights and remain silent.
- Silence phones.
- Do not open the door for anyone except emergency responders.
- Remain in lockdown until cleared by law enforcement or school administration.

B. Run, Hide, Fight (Active Assailant Guidance)

- Run – evacuate away from danger if it is safe.
- Hide – lock or barricade doors; stay quiet and out of sight.
- Fight – only as a last resort, attempt to incapacitate the attacker.

C. Shelter-in-Place (For threats near campus)

“Shelter-in-Place. Remain indoors. Lock exterior doors. Classes continue as normal indoors.”

- Lock perimeter doors.
- Keep students inside classrooms or buildings.
- Restrict movement around campus.
- Continue instruction unless otherwise instructed.

4. Law Enforcement Coordination

- Cooperate fully with responding officers or tactical teams.
- Provide access to:

o Building maps and master keys

o Class rosters and student schedules

o Names and locations of individuals with medical needs

- Follow law enforcement instructions without hesitation.

5. Communication Protocols

- Use PA system, radios, or emergency messaging system to initiate lockdown or shelter-in-place.
- The principal or designee will:
- Notify the district office
- Activate the Incident Command System (ICS)
- Coordinate with local law enforcement’s incident commander
- Designate a Public Information Officer (PIO) to manage messaging

Parent/Guardian Notification

Communicate once the situation is under control. Messages should:

- Confirm student safety
- Provide instructions for reunification or delayed dismissal
- Avoid speculative or graphic details
- Reassure families that trained personnel are managing the situation

Unlawful Demonstration or Walkout

1. Definitions

- Demonstration: A protest or public expression of opinion, which may be planned or spontaneous.
- Walkout: A student-organized event where individuals leave campus or class to protest or make a statement.
- Unlawful demonstration: Any protest or walkout that violates school policies or causes a disruption to school safety or operations.

2. Prevention and Preparation

- Establish clear school policies on student expression and protest.
- Educate students and staff on appropriate forms of protest under the First Amendment and Education Code §48907.
- Designate a staff lead (e.g., Assistant Principal or Safety Officer) to coordinate response planning.

3. Early Warning and Monitoring

- Monitor social media or informal channels for signs of an upcoming protest or walkout.
- Encourage open communication with student leadership to understand concerns and intentions.
- Notify the district office and, if needed, local law enforcement for possible crowd control support (particularly for larger or community-involved events).

4. Response to a Student Walkout

Before the Walkout:

- Remind students of:
- School rules
- Consequences of leaving campus without permission
- Safety risks (e.g., busy roads, weather conditions)
- Ensure staff coverage at exits and along probable departure routes.

During the Walkout:

- Do not physically restrain students from leaving campus.
- Do not threaten or confront protesting students.
- Document student names and times of departure.
- Assign staff or administrators (in pairs) to monitor off-campus locations where students gather, ensuring safety from traffic or outside threats.
- Keep non-participating students supervised and in class.
- Do not allow outsiders to join the protest on school property without permission.

If Protesters Are Disruptive or Violent:

- Initiate Lockdown or Shelter-in-Place if there is any threat to safety.
- Contact law enforcement if unauthorized individuals enter campus or if crowd control is needed.
- Activate the Incident Command System (ICS) to manage the event and communication.

5. Response to On-Campus Demonstrations

- If students demonstrate on school grounds:
- Assign staff to observe and supervise peacefully.
- Document incidents of vandalism, threats, or safety concerns.
- Allow peaceful protest if it does not disrupt instruction or endanger others.
- Move non-participating students away from the protest area.

6. Communication Protocols

- Keep staff informed of expectations and response procedures.
- Notify parents/guardians via automated messaging systems:

“We are aware of a student demonstration. Students are safe and supervised. We encourage students to remain on campus, and any unauthorized departure will be marked as unexcused.”

- Designate a Public Information Officer (PIO) to manage inquiries and coordinate messaging with district officials.

7. Legal Considerations and Documentation

- Students may not be disciplined for expressing their views peacefully, but:
- Unauthorized absences may be marked unexcused.
- Any disruption, defiance, vandalism, or threats may result in disciplinary action per Ed Code.
- Keep detailed records of:
- Participants
- Locations and timelines
- Any safety or disciplinary incidents

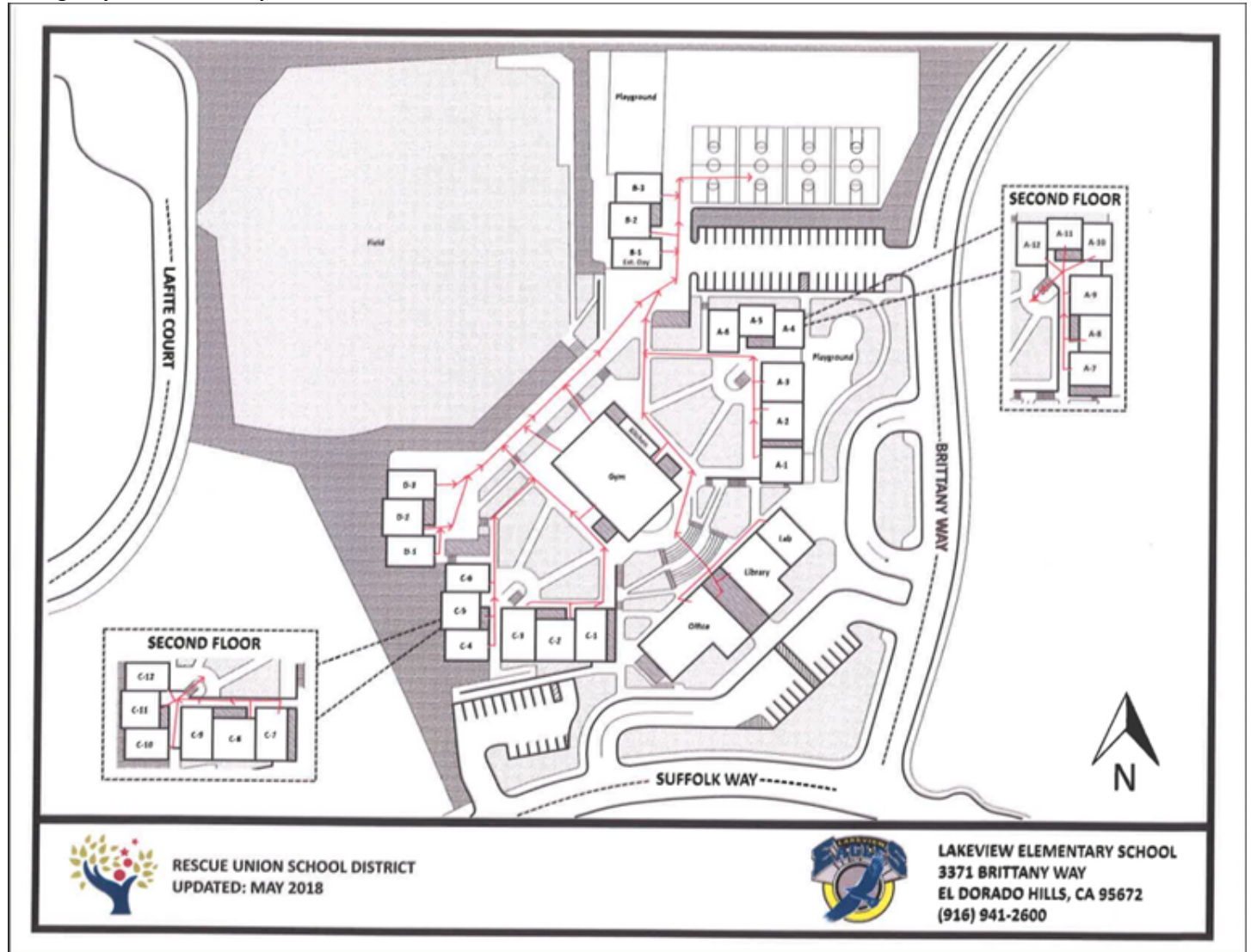
8. Recovery and Support

- Debrief with staff and administrators after the event.
- Address student concerns through listening sessions, student forums, or classroom discussions.
- Offer counseling support to students emotionally affected by the event or its causes.
- Repair or clean any damage to school property.

9. Staff Training and Awareness

- Train staff to:
- Remain calm and non-confrontational
- Recognize the difference between disruption and protected expression
- Supervise safely and avoid escalation

Emergency Evacuation Map



Comprehensive School Safety Plan

**2025-26
School Year**

School: Marina Village Middle School
CDS Code: 09619786103527
District: Rescue Union Elementary School District
Address: 1901 Francisco Dr.
El Dorado Hills, CA 95762
Date of Adoption: December 1, 2025
Date of Update: December 1, 2025
Date of Review:
- with Staff
- with Law Enforcement
- with Fire Authority

Approved by:

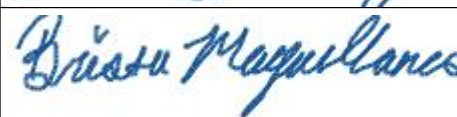
Name	Title	Signature	Date
Levi Cambridge	Principal		
Brissa Magallanes	Site Council Chariperson		

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

<https://www.marinamustangs.com>

A copy of the Comprehensive School Safety Plan is available for review at .

Safety Plan Vision

Marina Village Middle School will provide a comprehensive and academically challenging education for all students .We will maintain a safe and positive environment that promotes respect and responsibility. Marina Village Middle School is committed to partnership, support, and involvement among school, families, and community.

Components of the Comprehensive School Safety Plan (EC 32281)

Marina Village Middle School Safety Committee

SCHOOL CLIMATE - Our goal is to increase a sense of community on and around the Marina Village campus and improve school pride and ownership among staff, students, families, and community partners.

- Objective 1 - Behavior standards will be defined to improve school spirit and develop positive peer pressure.
- Objective 2 - Improve on-campus supervision and student behavior.
- Objective 3 - Marina Village will focus on Social Emotional Learning and Multi-Tiered Systems of Support.

PHYSICAL ENVIRONMENT - Our goal is to maintain a safe physical environment for students and staff of Marina Village Middle School and enhance the available facilities.

- Objective 1 - Campus upgrade of facilities and equipment.
- Objective 2 - Establish and maintain processes for emergency situations.
- Objective 3 - To increase the understanding of substance abuse and internet safety, and their consequences.

Assessment of School Safety

SCHOOL CLIMATE

- Objective 1 - Jupiter referrals, District Staff and Student Surveys, Trimester report card grades, Jupiter alerts, both positive and discipline
- Objective 2 - Health office log, Jupiter referrals, District Surveys
- Objective 3 - Student participation, student surveys, staff surveys, pre/post project surveys

PHYSICAL ENVIRONMENT

- Objective 1 - Evaluate & establish a list of recommended changes to ensure they are functional and meet the needs of the school
- Objective 2 - A.) Evaluate & establish a list of recommended changes to ensure they are functional and meet the needs of the school. B.) Report on any new traffic and/or pedestrian issues encountered C.) Catapult logs for staff and students
- Objective 3 - A.) Data will be collected at the end of the school year. B.) Participation of students in anti-substance abuse program. C.) Healthy Kids survey. D.) Discipline records

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

SCHOOL CLIMATE

- After School Enrichment Programs
- After school Library Study Hall/Tutorials
- Athletic Teams
- Back to School Night
- Band Concerts
- Battle of the Books
- Conflict manager training/development
- End of the year Reward/Celebration Activities
- Hands 4 Hope
- Honor Roll & Principal's Honor Roll
- Leadership Elective – grades 6th, 7th and 8th
- Spirit Rallies
- Merit Reward Assemblies
- Merit Recovery Program
- Music Boosters
- Mustang of the Week
- Mustang Pride Award
- Positive Jupiter comments

- New Student/Family Orientation
- Ohana Climate Committee (OCC)
- Positive Behavioral Interventions & Supports (PBIS)
- Project Green Outdoor Education (Garden Club)
- PTC School Activities
- School Counseling Program
- School Site Council

Threat Assessment Team

- Staff Recognition (By Student Council, PTC & OCC)
- Student Council
- Student Recognition Assemblies
- Talent Show and Film Festival
- Where Everybody Belongs (WEB)
- PBIS Rewards
- SIT – Student Intervention Team
- Tier 2 intervention training for staff
- Yard Supervisor Student Recognition Efforts
- Use of 2nd washer/dryer for PE loaner clothing
- Policy: No cell phone upon entering campus, until dismissal
- Staff awareness of Safety Binder and Workplace Violence Prevention Program

PHYSICAL ENVIRONMENT

- Eagle/Girl Scout and community projects for campus beautification
- Office Bulletin Boards
- Parent Teacher Council (PTC)
- PTC fund raising achievements
- School counseling program
- School Safety committee – new structure and response team
- Staff/visitor ID badges worn
- Wheelchair ramps
- Yard supervision program – handbook, radios, training
- Additional seating - Outdoor education environment
- Bright lighting in main office quad and hallways
- Maintain metal rivets to stop skateboard destruction of cement
- Additional hand sanitizer in the office, kitchen and every classroom
- Installed 27 security cameras to be maintained and adjusted as needed
- License plate reader
- Magnet strips for door locks
- Delineators for lunch line and parking lot
- Walkie talkies – district wide
- Bus rider tracking
- Threat assessment training – all staff
- Act of violence training – all staff
- Emergency evacuation folders
- Stop the bleed training/tourniquets in emergency kits
- Emergency medical kits
- School Safety Day
- Established drill calendar and bell schedule
- Lockdown, earthquake, evacuation
- Additional before school crossing guard
- Additional bike rack

Speed Bumps

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

All school employees who are mandated reporters under California law are legally required to report known or reasonably suspected cases of child abuse or neglect to appropriate child protective agencies. Failure to report as required by law may result in criminal and civil liability.

Definition of a Mandated Reporter

Mandated reporters include all school personnel, including but not limited to:

- Teachers and administrators
- Classified staff (e.g., instructional aides, custodians, clerical staff)
- Coaches, counselors, nurses, and psychologists
- Volunteers, if they supervise students on a regular basis

Types of Reportable Abuse

Mandated reporters must report any known or reasonable suspicion of:

- Physical abuse
- Sexual abuse or exploitation
- Emotional or psychological abuse
- Neglect (including willful failure to provide food, clothing, shelter, or medical care)
- Willful cruelty or unjustifiable punishment
- Witnessing domestic violence (when affecting the child's welfare)

Reporting Procedures

1. Immediate Verbal Report
 - The mandated reporter must immediately or as soon as practically possible make a verbal report to:
 - Child Protective Services (CPS) or
 - Local law enforcement agency (police or sheriff's department)
 - Contact information for local reporting agencies is posted in the main office and staff areas.
2. Written Report
 - Within 36 hours of the verbal report, the mandated reporter must complete and submit a written Suspected Child Abuse Report (SCAR) on form BCIA 8572 to the same agency.
 - The form may be submitted via fax, mail, or electronically, if allowed.
3. Notification Within School
 - The mandated reporter may inform the site administrator or supervisor after making the report, but administrators may not impede or alter the reporting process.
 - The identity of the reporter is confidential and should not be shared except as required by law.
4. No Internal Investigation
 - School staff should not attempt to investigate or validate the abuse prior to reporting.
 - Do not interview the child or contact the suspected abuser beyond what is required to determine if a reasonable suspicion exists.

Training and Acknowledgment

- All employees must complete annual training on child abuse identification and reporting, as required by AB 1432.
- Upon hire and annually thereafter, employees must sign an acknowledgment form stating they understand their reporting obligations under the law.

Documentation and Confidentiality

- A copy of the written report should be retained in a confidential file (not in the student's cumulative record), per district policy.
- Information related to the report must be kept strictly confidential and shared only with authorized officials or investigators.
- Retaliation against a mandated reporter who reports in good faith is strictly prohibited.

Resources and Support

- School counselors, psychologists, and social workers are available to support affected students.

- The school maintains contact information for:
- Local CPS agency
- Law enforcement
- Community mental health and victim support resources

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

1. All-Hazards Approach

The Disaster Plan should address:

- Natural Disasters: Earthquake, wildfire, flooding, extreme weather
- Technological Hazards: Utility failure, hazardous materials release
- Human-Caused Events: Bomb threat, terrorism, civil unrest, mass casualty incidents
- Health Emergencies: Pandemic, biological threats

2. Key Components of the School Disaster Plan

A. Preparedness

- Maintain updated site-specific Emergency Operations Plan (EOP) and Incident Command System (ICS) chart
- Conduct regular drills: fire, earthquake, lockdown, shelter-in-place, and evacuation
- Stock emergency supplies: food, water, first aid, radios, student rosters, etc.
- Assign and train staff in ICS roles: Incident Commander, Operations, Logistics, Planning, Finance

B. Mitigation

- Identify hazards in and around campus (e.g., gas lines, flood zones)
- Ensure non-structural hazard mitigation: secure bookshelves, emergency shutoffs labeled
- Partner with local emergency services to assess and improve site safety

C. Response

- Activate the Incident Command System (ICS)
- Use appropriate emergency response protocols:
- Evacuation for fire, gas leak, bomb threat
- Shelter-in-Place for air quality concerns, chemical release
- Lockdown for intruder or active assailant
- Account for all students and staff
- Provide first aid and care for injured persons
- Coordinate with first responders and district officials

D. Recovery

- Restore safe operations (building inspections, utility checks)
- Provide mental health and counseling services
- Assess and repair damage
- Debrief with staff and district for after-action review
- Update procedures and training based on lessons learned

3. Communication During a Disaster

- Use multiple communication channels: PA system, radios, phones, emergency text/email platforms
- Communicate clearly and calmly with:
- Staff (via ICS structure)
- Students (via classroom teachers or PA)
- Parents/guardians (via district-approved systems)
- Designate a Public Information Officer (PIO) to coordinate with media and community

Adaptations for Students with Disabilities

Students with disabilities that are not cognitively or physically able to follow safety plans, details regarding assistance, such as aide or wheelchair assistance, will be identified in the student's Individualized Education Plan.

- Maintain a list of:
- Students with disabilities
- Students with medical needs (e.g., medication, mobility)
- Ensure accommodations in evacuation and shelter procedures
- Include support staff in all planning (e.g., nurses, aides)

Public Agency Use of School Buildings for Emergency Shelters

Policy Statement

In the event of a natural disaster, public health emergency, or other declared crisis, this school site may be designated for temporary use by public agencies to provide emergency shelter, medical services, food distribution, or other community relief services.

The school will cooperate fully with:

- Local law enforcement
- Fire and rescue services
- County Office of Emergency Services (OES)
- California Department of Public Health (CDPH)
- American Red Cross and/or Federal Emergency Management Agency (FEMA)

Such use shall be coordinated to prioritize the safety of students, staff, and school property, and to allow for the continuity of educational operations when feasible.

Procedures

1. Activation and Authorization

- Use of school facilities shall be authorized by the district superintendent or designee in consultation with emergency authorities.
- Public agency partners must present proper identification and written authorization when requesting access to the campus for emergency shelter purposes.

2. Site Coordination

- The school site administrator or designee will:
- Serve as the primary point of contact for coordination
- Provide building access and site maps to authorized personnel
- Ensure the protection of school records, equipment, and instructional materials not needed for shelter operations
- A joint use plan or Memorandum of Understanding (MOU) may be established between the district and the public agency to clarify responsibilities, including liability, security, and cleanup. The Assistant Superintendent of Business Services shall be responsible for establishing the MOU.

3. Safety and Security

- All shelter operations shall maintain compliance with applicable health, fire, and safety codes.
- Public safety personnel will assist in maintaining site security.
- Any areas of campus used for shelter must be clearly separated from instructional or student-only zones (if school is still in session or partially operating).

4. Communication

- The district will inform staff and families of shelter operations on school grounds as appropriate.
- Signage and barriers may be used to guide shelter clients and restrict unauthorized access to school areas.

5. Restoration and Recovery

- Upon conclusion of shelter use, the public agency will:
- Coordinate site cleanup and restoration
- Assess damages and provide appropriate reimbursement or repairs

- Notify the district when the site is fully restored for educational use

Preparedness and Planning

- The school site shall maintain:
- Copies of joint-use agreements or MOUs (if applicable)
- Facility condition assessments and maps
- Updated contact information for local emergency services
- Disaster drills and tabletop exercises should consider scenarios involving emergency shelter use.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.2 - Bullying)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus

(cf. 5112.5 - Open/Closed Campus)

4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-8" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

(cf. 5131.7 - Weapons and Dangerous Instruments)

2. Selling or otherwise furnishing a firearm

3. Brandishing a knife at another person

4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4

6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-8" and "Additional Grounds for Suspension and Expulsion: Grades 4-8," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

(cf. 5148.3 - Preschool/Early Childhood Education)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

The student information system will include data regarding dangerous students that teachers will have access to for three years from the date of the incident. Site administrators and site secretaries will be trained on how to include the information in the student information system and teachers will be trained on where the data will be located.

(E) Sexual Harassment Policies (EC 212.6 [b])

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, when made on the basis of sex and under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/ Harassment)

(cf. 6142.1 - Sexual Health and HIV/ AIDS Prevention Instruction)

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation

4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion

School-Level Complaint Process/ Grievance Procedure

Complaints of sexual harassment, or any behavior prohibited by the district's Nondiscrimination/ Harassment policy - BP 5145.3, shall be handled in accordance with the following procedure:

1. Notice and Receipt of Complaint: Any student who believes he/ she has been subjected to sexual harassment or who has witnessed sexual harassment may file a complaint with any school employee. Within 24 hours of receiving a complaint, the school employee shall report it to the district Coordinator for Nondiscrimination/ Principal. In addition, any school employee who observes any incident of sexual harassment involving a student shall, within 24 hours, report this observation to the Coordinator/ Principal, whether or not the victim files a complaint. In any case of sexual harassment involving the Coordinator/ Principal to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall instead report to the Superintendent or designee.
2. Initiation of Investigation: The Coordinator/ Principal shall initiate an impartial investigation of an allegation of sexual harassment within five school days of receiving notice of the harassing behavior, regardless of whether a formal complaint has been filed. The district shall be considered to have "notice" of the need for an investigation upon receipt of information from a student who believes he/ she has been subjected to harassment, the student's parent/guardian, an employee who received a complaint from a student, or any employee or student who witnessed the behavior. If the Coordinator/ Principal receives an anonymous complaint or media report about alleged sexual harassment, he/ she shall determine whether it is reasonable to pursue an investigation considering the specificity and reliability of the information, the seriousness of the alleged incident, and whether any individuals can be identified who were subjected to the alleged harassment.
3. Initial Interview with Student: When a student or parent/guardian has complained or provided information about sexual harassment, the Coordinator/ Principal shall describe the district's grievance procedure and discuss what actions are being sought by the student in response to the complaint. The student who is complaining shall have an opportunity to describe the incident, identify witnesses who may have relevant information, provide other evidence of the harassment, and put his/ her complaint in writing. If the student requests confidentiality, he/ she shall be informed that such a request may limit the district's ability to investigate.
4. Investigation Process: The Coordinator/ Principal shall keep the complaint and allegation confidential, except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964) The Coordinator/ Principal shall interview individuals who are relevant to the investigation, including, but not limited to, the student who is complaining, the person accused of harassment, anyone who witnessed the reported harassment, and anyone mentioned as having relevant information. The Coordinator/ Principal may take other steps such as reviewing any records, notes, or statements related to the harassment or visiting the location where the harassment is alleged to have taken place. When necessary to carry out his/ her investigation or to protect student safety, the Coordinator/ Principal also may discuss the complaint with the Superintendent or designee, the parent/guardian of the student who complained, the parent/guardian of the alleged harasser if the alleged harasser is a student, a teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth, law enforcement and/ or child protective services, and district legal counsel or the district's risk manager. (cf. 5141.4 - Child Abuse Prevention and Reporting)
5. Interim Measures: The Coordinator/ Principal shall determine whether interim measures are necessary during and pending the results of the investigation, such as placing students in separate classes or transferring a student to a class taught by a different teacher.
6. Optional Mediation: In cases of student-on-student harassment, when the student who complained and the alleged harasser so agree, the Coordinator/ Principal may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator, or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree, and he/ she shall be advised of the right to end the informal process at any time. (cf. 5138 - Conflict Resolution)

7. Factors in Reaching a Determination: In reaching a decision about the complaint, the Coordinator/ Principal may take into account:

- a. Statements made by the persons identified above
- b. The details and consistency of each person's account
- c. Evidence of how the complaining student reacted to the incident
- d. Evidence of any past instances of harassment by the alleged harasser
- e. Evidence of any past harassment complaints that were found to be untrue

To judge the severity of the harassment, the Coordinator/Principal may take into consideration:

- a. How the misconduct affected one or more students' education
- b. The type, frequency, and duration of the misconduct
- c. The identity, age, and sex of the harasser and the student who complained, and the relationship between them
- d. The number of persons engaged in the harassing conduct and at whom the harassment was directed
- e. The size of the school, location of the incidents, and context in which they occurred
- f. Other incidents at the school involving different students

8. Written Report on Findings and Follow-Up: No more than 30 days after receiving the complaint, the Coordinator/Principal shall conclude the investigation and prepare a written report of his/ her findings. This timeline may be extended for good cause. If an extension is needed, the Coordinator/ Principal shall notify the student who complained and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If it is determined that harassment occurred, the report shall also include any corrective actions that have or will be taken to address the harassment and prevent any retaliation or further harassment. This report shall be presented to the student who complained, the person accused, the parents/ guardians of the student who complained and the student who was accused, and the Superintendent or designee.

In addition, the Coordinator/ Principal shall ensure that the harassed student and his/her parent/guardian are informed of the procedures for reporting any subsequent problems. The Coordinator/ Principal shall make follow-up inquiries to see if there have been any new incidents or retaliation and shall keep a record of this information.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti
2. Providing training to students, staff, and parents/ guardians about how to recognize harassment and how to respond
3. Disseminating and/ or summarizing the district's policy and regulation regarding sexual harassment
4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to parents/ guardians and the community
5. Taking appropriate disciplinary action

In addition, disciplinary measures may be taken against any person who is found to have made a complaint of sexual harassment which he/ she knew was not true.

Notifications

A copy of the district's sexual harassment policy and regulation shall :

1. Be included in the notifications that are sent to parents/ guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)
2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted, including school web sites (Education Code 231.5)
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session (Education Code 231.5)
4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
5. Be included in the student handbook
6. Be provided to employees and employee organizations

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Dress Code: (RUSD BP 5132): The Rescue Union School District acknowledges that the primary responsibility for what students wear and how they look when they come to school rests with the parent or guardian and their student. Our interest related to student attire is to ensure that all students can engage fully in their educational experience without unnecessary distractions or safety concerns, while also allowing for personal expression within reasonable boundaries. The Rescue Union School District strives to maintain a professional, friendly, welcoming atmosphere in which teachers can teach and students can learn. Inappropriate attire can create a disruption to school activities and pose safety risks for students. With the above in mind, our dress code is as follows:

1) Students must wear:

- a) All Clothing in a way that private parts and torso (armpit down to legs) are covered with opaque (not see-through) material.
 - i) Clothing should fully cover undergarments within the torso.
- b) Tops: must be in alignment with above (1.a) and must have sleeves or shoulder straps.
- c) Bottoms: must be in alignment with above (1.a)
- d) Footwear: Footwear that is safe for traveling on a variety of school terrains must be worn at all times. Shoes with wheels and pajama slippers are not permitted.

2) Students cannot wear:

- a) Clothing, jewelry, or personal items that:
 - i) Depict items with violent conduct, images, or language
 - ii) Display items with images or language about drugs, alcohol, tobacco, vaping, profanity, pornography, or illegal activities
 - iii) Promote hate groups or target specific groups
- b) Clothing or accessories that the school administration deems dangerous or unsafe. This includes spiked bracelets, clothing that poses a tripping hazard, etc.
- c) Clothing or accessories that obstruct others' view within the classroom or impede the learning of others.
- d) Hats, caps, and hoods while indoors

The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstances deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and co-curricular activities.

The appropriateness of clothing in question per this dress code will be left to the discretion of the administration and/or designee.

Consequences for being out of dress code are as follows:

Violation of the dress code may result in disciplinary actions for each offense. If the school administration determines that a child's dress or personal appearance falls outside the stated dress code guidelines, they will be given a change of clothing, asked to remove offensive items, or parents may be called to provide an alternative clothing selection. We appreciate your support in this area.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

This school site shall implement secure ingress (entry) and egress (exit) procedures to maintain campus safety, account for all individuals on school property, and provide rapid response capabilities in the event of an emergency or threat. These procedures are reviewed annually and revised as needed based on drills, safety audits, and collaboration with local law enforcement and emergency personnel.

1. Daily Campus Access Procedures

- Visitor Check-In:
 - All visitors must enter through the main entrance and sign in at the front office.
 - Visitors will be required to present valid identification and wear a visitor badge at all times while on campus.
 - Staff are trained to report any individual on campus without a visitor badge.
- Student Arrival and Departure:
 - Designated drop-off and pick-up zones are supervised during arrival and dismissal times.

- Staff are stationed to monitor crosswalks, loading zones, and pedestrian traffic.
- Late arrivals and early dismissals must be processed through the front office and early dismissals require verification by a parent/guardian or emergency contact.

2. Emergency Ingress and Egress Procedures

- Evacuation Routes:
 - Each classroom and major area of campus has posted evacuation maps indicating primary and secondary egress routes.
 - All evacuation routes are kept clear of obstructions and are accessible to individuals with disabilities.
 - Drills are conducted regularly to ensure all students and staff can exit quickly and safely.
- Ingress During Emergency Response:
 - In the event of a lockdown, shelter-in-place, or other emergency, all gates and doors will be secured to prevent unauthorized entry.
 - Emergency personnel (e.g., law enforcement, fire department) will be granted access through a designated emergency access point, coordinated by the school's Incident Commander or designee.
- Controlled Reentry:
 - After an evacuation or lockdown, reentry will be permitted only after the "all clear" is given by emergency services and the school's Incident Commander.
 - A sweep of all rooms and restrooms will be conducted prior to reentry.
 - Student reunification will follow the site's Student Release and Reunification Plan.

3. Special Event and After-Hours Procedures

- For school events open to the public (e.g., performances, sports games, parent nights):
 - Clearly designated entrances and exits will be used and monitored by staff or security.
 - Signage and barriers will direct traffic flow.
 - Emergency exits will be clearly illuminated and unobstructed.
 - Additional staff or security personnel may be assigned for crowd management.

4. Coordination with Emergency Responders

- Local emergency services are provided with:
 - Up-to-date campus maps with marked ingress and egress points
 - Emergency gate keys or codes, as appropriate
 - Periodic opportunities to participate in drills or site walkthroughs

5. Review and Maintenance

- Ingress and egress procedures are reviewed:
 - At the beginning of each school year
 - After each emergency drill or real incident
 - As part of the school's annual CSSP update
- Facilities staff and site administrators regularly inspect:
 - Gates, doors, locks, and signage
 - ADA accessibility of evacuation paths
 - Emergency lighting and alarms along exit routes

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

School Climate

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

Objectives	Action Steps	Resources	Lead Person	Evaluation
Behavior standards will be defined to improve school spirit and develop positive peer pressure.	a. Clear and positive academic and behavior expectations will be communicated to students and parents via meetings, assemblies, classroom visits, handbooks, website, newsletters, and posters b. Teachers will revise and implement consistent classroom and academic expectation policies across grade levels to provide students with a sense of comfort and understanding about their role in areas such as classroom behavior, make-up work, test retakes, late assignments, etc. c. A school-wide behavior assembly and/or classroom visitation at each grade level will be held for all students during each trimester. d. Teachers will continue to provide classroom support for managing interpersonal issues e. Students will be recognized by staff members for displaying positive citizenship (Student of the Trimester, Mustang of the Week, Certificates) f. Parents will receive Jupiter alert emails recognizing their child for being a positive contributor to the school community g. Student Recognition Assemblies will be held by grade level three times per year and will include all students so that honorees are recognized in front of their peers h. Academic achievement will be recognized each trimester through the	a. Funds for recognition materials: Certificates, pins, planners b. Funds for incentives (School spirit items, assemblies, etc.)	a. Administration, Counselors, staff, Student Council	a. Jupiter referrals, District Staff and Student Surveys, Trimester report card grades, Jupiter alerts both positive and discipline

Objectives	Action Steps	Resources	Lead Person	Evaluation
Improve on-campus supervision and student behavior	a. Teachers play PBIS videos and do a lesson for the assigned matrix section in the first week b. Reinforce assembly behavior expectations and work with staff to improve supervision of students during assemblies and other special programs c. Provide library accessibility for students during lunch d. Provide intermural supplies (board games, balls, field equipment) for lunchtime activities e. Expand and distribute a list of substitutes for lunch supervisors f. Provide ongoing training and a professional duties handbook for lunch supervisors g. Monitor lunch line and use of delineators for organization h. Make ongoing use of 2 points of sale in the kitchen to improve efficiency of service i. Develop an intramural program for lunchtime activities. (OCC, Leadership, Friendship Coordinators, Project Green) j. Publish school rules k. Hold an assembly to review lunch behavior expectations with each grade level l. Conflict manager program will provide training and support m. Staff will wear identification badges n. Visitor/Volunteer will wear identification badges o. Posters hung around campus for PBIS matrix sections p. Added a campus monitor for 2025-26 with a golf cart.	a. Advertisements/job postings for substitutes b. Supervisors handbook and materials c. Whistles, clipboards, Discipline referrals, delineators, posters, planners d. Refill fanny packs with first aid supplies for Yard Supervisors	Administration; Teachers; Lunch Supervisors; District Food Service	Health office log, Jupiter referrals, District Surveys

Objectives	Action Steps	Resources	Lead Person	Evaluation
Marina Village will focus on Social Emotional Learning and Trauma Informed Practice.	a. Can we talk slips. b. Counselor to create presentation on being kind to peers – interns/others facilitate c. An additional counselor providing services provided by Summitview twice weekly d. Wellness Center on campus e. The national suicide hotline number is printed on the back of students' ID cards f. Wellness program funded by Latrobe Foundation g. Students can call or text the WeTip hotline anonymously to report a concern h. Wellness Fair Day in December with each teacher providing a relaxation strategy i. Grade-level monthly lunch chats. 5 minutes with the principal to address needs j. Teacher's communicate concerns to the counselor and a Tier II intervention team. k. All staff reviews and participates in Trauma Informed Practice l. Principal and Assistant Principal attend additional professional development m. Teacher collaboration n. Groups – counseling o. Behavior presentation by AP that challenges students to monitor their behavior p. Where Everyone Belongs (WEB) program for incoming 6th graders/new students q. School counseling support r. Spirit Days (coordinated by Student Leadership) s. Leadership elective classes	Volunteer support, funds for Aloha training.	Principal, Assistant Principal, Counselor, and Leadership Teacher	a. Student participation b. Student surveys c. Staff surveys d. Pre/Post project surveys

Component:

Physical Environment

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
Campus upgrade of facilities and equipment	a. 40 new chairs for MPR annually b. Add bike racks and access for new location c. Additional table seating and umbrellas in the garden d. Maintain metal skateboard deterrents on bottom step in office quad e. Two newly tiled floors and 4 newly carpeted rooms g. New phones and phone system (Zoom) h. Repair of MPR roof and replacement of window coverings and stage curtain i. Replacement of outside gym wall j. New floor coating in kitchen k. Speed bumps in the parking lot	a. Funds for new equipment b. Maintenance department completion of work orders	a. Administration b. District Maintenance	c. Evaluate & establish a list of recommended changes to ensure they are functional and meeting the needs of the school
Establish and maintain processes for emergency situations	a. Conduct emergency drill trainings (Catapult – silent and student participation) b. Safety day – evacuation drill, earthquake drill, intruder drill, bus evacuation drill c. Hired crossing guard for parking lot exit d. Maintain 26 and installed 4 new security cameras e. License plate reader program	a. Staff education of Catapult system b. Schedule safety day drills c. Cameras d. Phones	a. Administration b. District Maintenance c. District Human Resources	a. Evaluate & establish a list of recommended changes to ensure they are functional and meeting the needs of the school

Objectives	Action Steps	Resources	Lead Person	Evaluation
To increase the understanding of substance abuse and internet safety, and its consequences.	a. Internet safety online modules and presentations b. Present videos on vaping and substance abuse c. Presentations on bullying by counselor d. Engage in classroom activities with teachers and counselor e. Peer to Peer in class lessons f. Prevention Awareness Campaigns – emphasis on promoting healthy choices regarding substance abuse i. Red Ribbon Week - weeklong substance abuse awareness program ii. Start with Hello Week – weeklong kindness promotion program iii. World Kindness Day iv. Say Something Week v. Take down Tobacco Week vi. Be Kind Online Day vii. No One Eats Alone Day g. Lunchtime activities to promote healthy choices	a. Videos b. Lesson Plans c. Red Ribbon Week giveaways and prizes	a. Counselor b. OCC Advisor c. Teachers d. Assistant Principal	a. Data collected at the end of the school year b. Participation of students in anti-substance abuse program c. Healthy Kids survey d. Discipline records

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Marina Village Middle School Student Conduct Code

Conduct Code Procedures

The Governing Board believes that all students have the right to be educated in a safe and positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using district transportation.

The Superintendent or designee shall ensure that each school develops standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption
3. Conduct that disrupts the orderly classroom or school environment
4. Willful defiance of staff's authority
5. Damage to or theft of property belonging to students, staff, or the district.
6. Obscene acts or use of profane, vulgar, or abusive language
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited substances
8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose with prior permission of the principal or designee (Penal Code 417.27)
9. Use of a smartphone or other mobile communication device in an unauthorized manner
10. Plagiarism or dishonesty on school work or tests
11. Wearing of any attire that violates district or school dress codes, including gang-related apparel
12. Tardiness or unexcused absence from school
13. Failure to remain on school premises in accordance with school rules
14. Other conduct prohibited by Education Code 48900-48915-48915

Employees are expected to enforce standards of conduct and when they observe or receive a report of a violation of these standards, to appropriately intervene, or seek assistance. As necessary, the employee shall refer the matter to a supervisor or the principal or designee.

When a school employee suspects that a search of a student or a student's belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with Board Policy and Administrative Regulation 5145.12 - Search and Seizure.

When a student uses any prohibited device, or uses a permitted device in an unauthorized manner, a district employee may confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or cocurricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during nonschool hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

(K) Hate Crime Reporting Procedures and Policies

The Governing Board is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents if they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. Such collaborative efforts shall focus on ensuring an efficient use of district and community resources, developing effective prevention strategies and response plans, providing assistance to students affected by hate-motivated behavior, and/or educating students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that includes the development of social-emotional learning, promotes their understanding of and respect for human rights, diversity, and acceptance in a multicultural society, and provides strategies to manage conflicts constructively.

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

The Superintendent or designee shall ensure that the rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident are provided to students and parents/guardians.

The Superintendent or designee shall provide staff with training on recognizing and preventing hate-motivated behavior and on effectively enforcing rules for appropriate student conduct.

Complaint Process

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly encouraged to report the incident to a teacher, the principal, or other staff member.

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the principal or the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, he/she shall also contact law enforcement.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Anonymous reporting for hate crimes or any other crimes can be reported through the school We-Tip reporting portal that can be found on the District or school website.

(J) Procedures to Prepare for Active Shooters

1. Prevention and Awareness

- Promote a safe school climate through:
- Positive Behavior Interventions and Supports (PBIS)
- School-wide anti-bullying efforts
- Mental health services and threat assessment procedures
- Encourage the use of anonymous reporting tools for students and staff to report threats or concerning behavior (e.g., see something, say something).
- Conduct behavioral threat assessments for students exhibiting concerning behaviors, in coordination with the district threat assessment team and law enforcement if necessary.

2. Staff and Student Training

- Provide annual training for all staff on:
- Recognizing warning signs of potential violence
- Emergency procedures and lockdown protocols
- Use of Run-Hide-Fight or Standard Response Protocol (SRP) based strategies
- Provide age-appropriate drills and education for students to ensure understanding without trauma or fear.
- Ensure training is trauma-informed and inclusive of students with disabilities, English learners, and other vulnerable populations.

3. Coordination with First Responders

- Maintain up-to-date campus maps, master keys, and emergency contact lists in the school's emergency kits.
- Work with local law enforcement and fire departments to:
- Develop and review tactical response plans
- Conduct joint drills or tabletop exercises
- Establish unified command procedures under ICS (Incident Command System)

Procedures for Preventing Acts of Bullying and Cyber-bullying

The school provides resources for parents, administrators, and students on how bullying can be prevented and addressed. Resources include publications, sample policies, and frequently asked questions.

Bullying is a form of violence. It can be physical, verbal, psychological, or sexual. Here are some examples of bullying:

- Physical: hitting, kicking, spitting, pushing
- Verbal: teasing, threatening, name-calling
- Psychological: excluding someone, spreading rumors, intimidating
- Sexual: touching, assault, exhibitionism, and many of the actions listed above

Bullying may also occur through the Internet or other forms of technology. This is known as cyberbullying. It is sending or posting hurtful material.

Bullying is common, but it should not be viewed as a normal part of growing up. It is more damaging to children than previously thought. Bullying has a negative effect on a student's ability to learn.

Schools are responsible for creating safe environments for all students. They must work to prevent bullying, and they must respond to it when it happens.

The California Department of Education offers information and resources for parents, administrators, and students about bullying. A Community Responsibility

Bullying is such a long-established behavior in our society and schools that it has often been ignored as "a normal part of growing up." However, research has shown that there are severe long-term consequences for both the targets and the bullies. Further, severe reactions to bullying have been cited as one of the causes of the extremely violent incidents on school campuses that have received so much media attention in recent years.

Fortunately, well-documented research has been done which provides techniques for preventing bullying, responding to incidents of bullying, and dealing with its long term consequences. The key elements of a bullying prevention program are:

- Raising awareness of bullying through actions such as surveys of prevalence and role-playing events at assemblies.
- Formation of a bullying prevention committee which represents the entire school community and which is responsible for choosing and implementing a prevention program.
- Defining bullying and making it clear to all staff and students that it is unacceptable.
- Adapt and implement bullying prevention policies.
- Training all members of the school community in the appropriate responses to observed incidents of bullying.
- Providing counseling for persistent bullies, targets, and their parents/guardians.
- Regular review of effectiveness of the anti-bullying program.

WE TIP program. Online anonymous reporting

There are a number of resources available which contain detailed information about comprehensive bullying prevention programs. These research-based programs describe the elements above, and also contain:

- Broadly conceived definitions of bullying, including behaviors such as social ostracism in addition to the traditionally-considered physical dominance behaviors.
- Bullying prevalence questionnaires.
- Appropriate interventions for bullying situations, and for chronic bullies and targets.

Opioid Prevention and Life-Saving Response Procedures

In response to the growing opioid crisis and the presence of synthetic opioids such as fentanyl in the community, this school recognizes the urgent need to prepare staff and students with the tools and knowledge to prevent overdose deaths. The school shall maintain naloxone (Narcan) on campus and ensure trained staff are available to administer it in case of a suspected opioid overdose. Prevention education will also be implemented as part of the health curriculum and student wellness efforts.

1. Prevention and Education

- Age-appropriate opioid prevention education shall be incorporated into middle school health instruction, in alignment with the California Health Education Framework.
- Instruction may include:
 - Risks of prescription and synthetic opioids (e.g., fentanyl)
 - Dangers of counterfeit pills
 - The importance of seeking help for substance use
 - Information on how to respond to an overdose
- The school may partner with community-based organizations, county health departments, or school resource officers (SROs) to support prevention programming and distribute educational materials.

2. Naloxone (Narcan) Availability

- The school shall maintain readily accessible naloxone kits on campus, located in:
 - The health office or nurse's station
 - AED (Automated External Defibrillator) boxes (if applicable)
 - Other high-traffic or high-risk areas as designated by administration
- Naloxone is stored properly per manufacturer guidelines
- Expired doses are safely discarded and replaced
- Inventory is tracked annually

3. Staff Training and Responsibilities

- Designated school personnel (e.g., nurses, administrators, security staff, select teachers) shall receive annual training in:
 - Recognizing signs of opioid overdose (e.g., unresponsiveness, slow or no breathing, blue lips or fingernails, gurgling sounds)
 - Proper storage, handling, and administration of naloxone
 - Basic first aid and CPR procedures
 - 911 activation and emergency reporting
- Training is provided in accordance with Education Code §49414.3 and includes hands-on or video-based instruction.

4. Emergency Response Procedures

If a Suspected Opioid Overdose Occurs:

- Call 911 immediately
- Administer naloxone (Narcan) as trained
- Follow dosage instructions (usually 1 spray into one nostril)
- If no improvement in 2–3 minutes, a second dose may be given
- Begin CPR if the individual is not breathing or does not have a pulse
- Stay with the person until emergency responders arrive
- Notify the school administrator or designee immediately

After the Incident:

- Document the incident and naloxone usage as required by district policy
- Notify the parent/guardian if the individual is a student
- Offer referral to counseling or substance use resources

5. Coordination with Local Health and Emergency Services

- The school will coordinate with:
- Local public health departments for naloxone acquisition, education, and training resources
- Law enforcement and emergency medical services (EMS) for appropriate response protocols
- Schools may participate in opioid response networks or county overdose prevention coalitions

6. Confidentiality and Student Support

- Students involved in an opioid-related emergency or requesting help will be treated with compassion and confidentiality, and shall not face punitive discipline solely for a medical emergency.
- The school will offer connections to:
- Substance use counseling
- Mental health resources
- Community treatment programs

7. Legal Protection and Good Samaritan Laws

- Under California's Good Samaritan laws (Health & Safety Code §1799.102), individuals who administer naloxone in good faith during a suspected overdose are protected from legal liability.
- Students and staff are also protected when seeking emergency medical help during an overdose, even if illegal substances are involved, under AB 472 – The 911 Good Samaritan Law.

Response Procedures for Dangerous, Violent, or Unlawful Activities

All school staff must report and respond to incidents involving threats to school safety, including but not limited to acts of violence, possession of weapons, criminal behavior, gang activity, and illegal substance use. School staff will follow these procedures in collaboration with law enforcement, site administrators, and district safety teams, consistent with legal obligations and student rights.

1. Types of Dangerous or Unlawful Activities Addressed

- Physical altercations or assaults
- Threats of violence, including written or verbal threats
- Weapons possession or use
- Drug or alcohol possession or distribution
- Vandalism or destruction of school property
- Gang-related activity or intimidation
- Hate crimes or bias-motivated threats
- Sexual harassment or misconduct
- Trespassing or unauthorized individuals on campus

2. Immediate Staff Response

- Ensure safety first: Call 911 if there is an immediate threat to life or serious injury.
- Notify the principal or site administrator immediately.
- Do not attempt to physically intervene in violent altercations unless trained and it is necessary to prevent harm.
- Use the school's emergency communication system (e.g., PA system, radio, phone) to alert others if appropriate.

3. Incident Containment and Student Protection

- Move bystanders and uninvolved students to a safe area.
- If needed, initiate:
- Lockdown (for armed or violent intruder situations)

- Shelter-in-Place (for threats in the surrounding community)
- Evacuation (for bomb threats, fires, or hazardous materials)
- Supervise all students under staff care until the all-clear is given.

4. Notification and Coordination

- Contact appropriate agencies:
- Law enforcement for criminal or violent activity
- District office safety coordinator or student services
- Child Protective Services (CPS) if child abuse is suspected
- Secure and preserve evidence (e.g., written threats, surveillance footage, contraband) without handling more than necessary.
- Complete an incident report within 24 hours of the event.

5. Investigation and Disciplinary Response

- The site administrator will initiate an investigation per district policy.
- Disciplinary action will be taken in accordance with:
- California Education Code §48900–48915
- District disciplinary guidelines
- Due process rights of students
- Law enforcement will handle any criminal charges or citations independently of school discipline.

6. Communication to Families and Community

- Parents/guardians of involved students will be notified as soon as appropriate.
- Broader communication to the school community will be coordinated by the district's Public Information Officer (PIO) to ensure accurate, lawful, and trauma-sensitive messaging.

7. Support Services

- Provide access to:
- School counselors or psychologists
- Crisis response or mental health teams
- Restorative justice or conflict resolution programs (as applicable)
- Offer debriefing and support for affected students, staff, and families.

8. Documentation and Review

- Maintain confidential records of:
- The incident
- Actions taken
- Law enforcement involvement
- Parent/guardian notifications
- Each incident will be reviewed by the school safety committee to assess response effectiveness and update procedures if needed.

9. Prevention and Training

- Staff shall receive annual training in:
- De-escalation techniques
- Threat recognition and reporting
- Safe response to violent behavior
- Student rights and legal mandates
- Schools shall implement:
- School-wide behavior expectations (e.g., PBIS)
- Anonymous reporting systems
- Early intervention protocols for students exhibiting concerning behavior

Instructional Continuity Plan

Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on June 4, 2025 and adopted by Marina Village Middle School on June 10, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282. This ICP will be included in the LEA’s Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils’ social-emotional, mental health, and academic needs.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Marina Village Middle School will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency. If in person communication and meetings are not viable, mass communication via email or phone message, Google Classroom, or Jupiter Ed will be utilized after an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media
- Flyers

These communication strategies not only support emergency response efforts, but also strengthen ongoing collaboration between home and school. By prioritizing two-way communication, the Rescue Union School District ensures that families are informed, supported, and engaged—helping to foster student stability, emotional well-being, and continuity of learning throughout any disruption.

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

Marina Village Middle School recognizes that unforeseen events—such as power outages, natural disasters, or damage to school or district infrastructure—can significantly impact our ability to maintain consistent two-way communication with students and families. As part of our Learning Continuity Plan, we have developed contingency strategies to ensure that communication remains as accessible and responsive as possible during these challenging times. When digital communication methods such as email, SMS, and the district website may be temporarily unavailable due to technical disruptions, our staff will activate alternative approaches and prioritize methods that do not rely on internet access or electricity. These include:

Utilizing Mobile Networks for SMS and Phone Calls: In areas where mobile service remains intact, the district will continue to use

text messages and phone calls as the primary means of communication with families.

Posting Information at Central Locations: Physical flyers and notices may be posted at key community locations such as school entrances, district offices, and local gathering places when safe to do so.

Radio or Local News Alerts: If applicable and feasible, important messages may be relayed through local radio stations or community news outlets to reach a broader audience.

Coordination with Emergency Services: The district may also work with local emergency management agencies to disseminate critical information and updates to families through established public communication channels.

Home Visits in Extreme Cases: In the event of prolonged outages and when other methods are inaccessible, site administrators or designated staff may conduct wellness checks or deliver printed information directly to homes, conditions permitting and with safety as the top priority.

Through these contingency measures, Rescue Union School District strives to maintain clear and compassionate communication—even under the most difficult circumstances. These efforts reflect our unwavering commitment to student safety, continuity of instruction, and maintaining strong family-school partnerships, no matter the situation.

Support for Special Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

Marina Village Middle School is deeply committed to nurturing the whole child by providing comprehensive support systems that address not only academic success, but also the social-emotional and mental health needs of every student. We understand that in order for students to thrive in their learning environments—whether in person or during periods of instructional disruption—they must feel safe, supported, and connected.

To ensure our students receive the care and guidance they need, we have a well-established network of professionals across all school sites, including:

School Counselors who deliver classroom lessons, individual support, and small group counseling to promote emotional regulation, social skills, conflict resolution, and healthy decision-making.

School Behaviorists who provide targeted behavioral interventions and collaborate with staff to implement positive behavior supports and response strategies.

School Psychologists who assess and support students' learning needs, provide mental health counseling, and contribute to individualized education plans and crisis intervention efforts.

School Nurses who offer health screenings, manage chronic conditions, respond to student health concerns, and serve as critical links in coordinating care and referrals to outside providers.

Special Education Teams including teachers, instructional aides, speech and language pathologists, occupational therapists, and other specialists who work collaboratively to provide individualized services and ensure access to curriculum for students with disabilities.

In addition to individual supports, the district utilizes evidence-based programs and initiatives to create safe and inclusive school climates. These include social-emotional learning (SEL) curricula, character education, and wellness initiatives designed to build resilience, empathy, and a positive sense of self in all students.

During times of crisis or remote learning, our staff remains in close contact with families and students to ensure continuity of services. Tele-counseling, virtual IEP meetings, home check-ins, and digital learning support are all strategies used to maintain strong, student-centered connections, regardless of setting.

Through these efforts, Rescue Union School District ensures that every child—no matter their circumstances—has access to a caring, capable team of professionals dedicated to their well-being and success.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction.

As required, Marina Village Middle School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements.

As required, Marina Village Middle School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Remote Instruction

Plans for remote instruction.

As required, Marina Village Middle School remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

Plans for remote learning will include:

- Daily interaction with teachers for all students,
- Synchronous and asynchronous learning activities,
- Standards-aligned instruction delivered through digital platforms, and
- Regular progress monitoring and feedback to students and families.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

To ensure students can fully engage in learning, Rescue Union School District will provide both digital and non-digital instructional materials based on student needs. These materials may be distributed through:

- On-site pickup or drive-through distribution events,
- Delivery to homes when transportation is a barrier,
- Downloadable resources through the district or school websites, and
- Printed packets for families without reliable internet access.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Students will access lessons and submit assignments using familiar digital platforms:

- Google Classroom will serve as the primary platform for all grade levels to access instructional content, submit assignments, and communicate with teachers.
- Jupiter Ed will also be utilized at the middle school level for assignment tracking, communication, and grading.
- Teachers and staff will provide training and ongoing support to students and families on how to navigate these platforms.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Marina Village Middle School provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

In the event that a school closure extends beyond the district's capacity to resume instruction, students may be temporarily reassigned to neighboring local education agencies (LEAs). This will be done in collaboration with the El Dorado County Office of Education and surrounding districts. Procedures for temporary reassignment will include:

- Parent and guardian notification and consent,
- Coordination of transportation and services,
- Continuity of academic records and supports (including IEPs and 504 Plans), and
- Transition back to the home school once conditions allow.

These plans reflect our district's strong commitment to maintaining educational continuity, minimizing learning loss, and supporting students and families during times of uncertainty.

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Timely and transparent communication is essential during any instructional transition. To keep students, families, staff, and faculty informed:

Communication Methods: The district will use a combination of SMS (text messages), phone calls, email, Google Classroom announcements, district and school websites, social media platforms, and printed flyers when needed.

Timelines and Frequency: Major updates will be communicated within 24–48 hours of any change in instructional delivery. Ongoing updates, resources, and instructions will be provided at least weekly, with immediate alerts issued for urgent matters.

Audience-Specific Outreach: Separate communication streams will be maintained for families, students, staff, and faculty to ensure that all stakeholders receive relevant and targeted information.

Tehnological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

To support a rapid pivot from in-person to remote learning, the district has invested in tools, training, and infrastructure that prepare both students and educators for success in a digital environment.

Device Access: All students in grades 1–8 are assigned Chromebooks, while students in Transitional Kindergarten and Kindergarten have access to iPads. Devices are distributed at the start of the year and as needed during emergencies.

Internet Connectivity: The district provides support for families who lack internet access, including Wi-Fi hotspots or coordination with internet service providers for low-cost options.

Online Platforms: Students and teachers utilize Google Classroom for accessing assignments, instructional content, and class communication. Jupiter Ed is also used in middle schools for assignment tracking and communication.

Educator Readiness: Teachers receive regular professional development on digital tools, remote instructional strategies, and the implementation of Independent Study in alignment with California Education Code sections 51747 and 51749.5.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

During a shift to remote instruction, the district ensures continuity of learning by prioritizing essential academic standards and maintaining rigorous expectations.

Essential Learning Prioritization: Grade-level and subject-area teams identify standards-aligned learning objectives that are most critical for student success and progression.

Monitoring Progress: Teachers use formative and summative assessments, assignment completion rates, and direct student feedback to monitor progress and adjust instruction accordingly.

Support Services: To support ongoing learning, the district offers:

- Virtual office hours and drop-in help sessions,
- Scheduled check-ins for students needing additional guidance,
- Small group or one-on-one tutoring, and
- Continued access to intervention programs and academic specialists.

Through these coordinated efforts, Rescue Union School District ensures that all students remain connected, supported, and engaged in their learning, regardless of the instructional format. Our instructional continuity planning reflects the district's deep commitment to equity, academic excellence, and the well-being of our students.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

In the event of an emergency or disaster that prevents in-person instruction, Marina Village Middle School is committed to ensuring that all students, including students with disabilities, continue to have equal access to instructional resources and support.

All students will transition to a robust distance learning model using district-provided Chromebooks for all students in grades 1–5 and iPads for all students in Transitional Kindergarten and Kindergarten. Online platforms such as Google Classroom, Benchmark Advance, Go Math, Twig Science, IXL, Reflex Math, and Accelerated Reader will be utilized to deliver standards-based instruction, maintain academic continuity, and differentiate support based on students' needs.

Students with disabilities will continue to receive services outlined in their Individualized Education Programs (IEPs) through virtual platforms. Special education teachers, aides, related service providers, and general education teachers will collaborate regularly via online meetings to ensure that accommodations, modifications, and direct services are maintained. IEP meetings will be held virtually to ensure ongoing compliance with IDEA requirements, and services such as speech therapy, counseling, and occupational therapy will be provided remotely when feasible.

English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

English learners (ELs) will continue to receive designated and integrated English Language Development (ELD) instruction through online small groups and individual sessions with credentialed teachers. Instruction will remain aligned to the California English Learner Roadmap Policy, ensuring students have full access to grade-level academic content, scaffolded supports to develop English proficiency, and culturally and linguistically sustaining practices. Regular monitoring of language acquisition progress will occur through formative assessments and ELPAC testing, with ongoing communication with families in their preferred languages.

Through these comprehensive strategies, Marina Village Middle School will ensure that all students continue to learn, grow, and stay connected during emergency or disaster closures, with special attention to our most vulnerable populations.

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

The district will offer ongoing professional development focused on essential areas such as:

- Effective Remote Instructional Strategies: Training sessions on how to engage students in a virtual environment, including best practices for synchronous and asynchronous learning.
- Technology Tools and Platforms: Workshops and tutorials on the effective use of Google Classroom, Jupiter Ed (for middle schools), Zoom, and other digital tools used for instruction, communication, and assessment.
- Independent Study Requirements: Guidance on meeting California Education Code sections 51747 and 51749.5, including how to implement attendance documentation, daily engagement, and student participation requirements.
- Assessment in a Remote Environment: Strategies for administering formative and summative assessments virtually, monitoring student progress, and providing feedback to support learning.
- Social-Emotional Learning (SEL) and Student Engagement: Training on integrating SEL practices into remote instruction to maintain student connection, well-being, and motivation.

Professional development will be offered in multiple formats—including live virtual workshops, on-demand recorded sessions, and hands-on coaching—to meet the varied needs of our educators.

Resources for Staff

To support ongoing learning and immediate application of skills, the district will provide:

- A digital resource library with tutorials, templates, and instructional guides,
- Access to help desks and tech support teams during instructional hours,
- Sample lesson plans and digital curriculum resources aligned to state standards, and
- Collaboration opportunities through professional learning communities (PLCs) to share best practices and innovative solutions.

Through these comprehensive professional learning systems and supports, Rescue Union School District ensures that teachers and staff are well-equipped to maintain instructional excellence and student engagement, even during the challenges presented by an emergency or shift to remote learning.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

In the event of an emergency or natural disaster, Rescue Union School District is committed to maintaining the physical and mental health support systems that are essential to student and family well-being. The district has developed comprehensive plans to ensure ongoing access to critical health services, educational supports, and basic needs assistance—both during in-person

instruction and adapted for remote or hybrid learning environments.

Access to Physical and Mental Health Professionals

The district will continue to provide access to a full range of health professionals, including:

- School Nurses who support the physical health needs of students, provide medication management, health screenings, and respond to medical emergencies.
- School Counselors, Behaviorists, and Psychologists who offer mental health counseling, crisis intervention, social-emotional support, and behavioral consultation.
- Multilingual Staff and Services: To ensure equitable access, the district will make available staff and interpreters who can provide mental health and health services in languages other than English, supporting the needs of our diverse student population.

Virtual telehealth services, phone consultations, and translated communications will be available when face-to-face services are not possible.

Plans to provide access back-up, water and medicines in the event of an emergency.

In preparation for emergencies, each school site maintains backup water supplies, non-perishable food, and essential medicines (in accordance with student health plans). Emergency supply inventories are regularly updated and reviewed, and school nurses coordinate medication needs to ensure continuity of care during extended disruptions.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Marina Village Middle School's plan ensures that other critical student support services continue, even during transitions to remote or hybrid learning:

- Special Education Services: Students with Individualized Education Programs (IEPs) and Section 504 Plans will continue to receive services, supports, and accommodations through virtual meetings, teletherapy sessions, home visits (if necessary and safe), and online specialized instruction.
- Counseling and Wellness Services: Regular check-ins, virtual counseling sessions, small group social-emotional lessons, and crisis response services will be maintained.
- Expanded Learning (After-School Programs): If in-person after-school programs are disrupted, the district will offer virtual after-school engagement opportunities, including academic tutoring, enrichment activities, and social clubs.
- Nutrition Services: Kitchens and food services will remain operational to the extent possible, with adaptations including grab-and-go meal distribution, meal delivery options, or other approved community meal programs for students during periods of remote learning or extended school closures.

Through these coordinated efforts, Marina Village Middle School ensures that every student continues to have access to the essential services they need to thrive—academically, physically, and emotionally—no matter the circumstances.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents in the development and implementation of this ICP.

Marina Village Middle School strongly believes that the success of the Instructional Continuity Plan relies on collaboration with all members of our school community. The development and implementation of this plan reflect the input and shared expertise of administrators, faculty, information technology staff, students, and parents, ensuring a plan that is both comprehensive and responsive to the needs of all stakeholders.

To gather meaningful feedback during the development of this plan, the district utilized several established engagement tools:

- Culture and Climate Survey: Students across the district participated in the annual Culture and Climate Survey, providing valuable feedback on their experiences related to school safety, belonging, engagement, and emotional well-being. Their

input helped shape priorities for maintaining connection and support during times of disruption.

- LCAP Survey: Families were invited to share their perspectives through the district's Local Control and Accountability Plan (LCAP) Survey. Responses highlighted family priorities around communication, academic support, access to technology, and social-emotional learning, all of which are reflected in the plan's strategies.
- Department Services and Employee Services Surveys: Faculty and staff provided critical feedback through the Department Services and Employee Services Surveys, sharing insights into the operational needs, professional development priorities, and resources necessary to maintain instructional quality and student support during emergencies.

In addition to these surveys, School Site Councils—which include administrators, teachers, parents, and community members—were given opportunities to review, discuss, and provide input on the draft Instructional Continuity Plan. This collaborative process ensures that the voices of our school communities are not only heard but integrated into the decision-making and action steps outlined in the plan.

By incorporating this broad base of feedback, Rescue Union School District's Instructional Continuity Plan is firmly rooted in the shared commitment to providing safe, supportive, and effective learning environments for every student, even in the face of unexpected challenges.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

Marina Village Middle School is committed to ensuring that any return to in-person learning following a disruption due to an emergency or disaster is safe, organized, and supportive for students, staff, and families. Our decision-making will be guided by a focus on health, safety, and the well-being of our entire school community.

The following conditions must be met before reopening school sites for in-person instruction:

- Facility Safety Inspections: School facilities must undergo thorough inspections to ensure that buildings, grounds, and essential systems (e.g., electrical, HVAC, water) are safe, operational, and compliant with local, state, and federal safety standards.
- Clearance by Local Authorities: The district will coordinate closely with local health departments, fire marshals, and emergency management agencies to receive clearance that it is safe to reopen.
- Availability of Essential Utilities and Supplies: Schools must have stable access to clean water, electricity, internet connectivity, and emergency supplies, including food and medical resources, to meet student and staff needs.
- Restoration of Transportation Services: Student transportation must be available and safe to resume normal or adjusted operations to ensure access for all students.
- Staff Readiness and Safety Measures: Adequate staffing must be in place, including access to health and support personnel. Any required health and safety measures, such as personal protective equipment (PPE), cleaning protocols, or health screenings, must also be ready for implementation if conditions warrant.
- Communication to Families and Staff: Families, students, and employees will receive clear and timely communication outlining reopening plans, updated safety protocols, expectations for attendance, and supports available during the transition.
- Mental Health and Academic Reentry Supports: Plans will be in place to support the emotional and academic transition back to campus, including counseling services, trauma-informed practices, and academic assessments to determine individual student needs.

In the event that full reopening is not immediately possible, the district may implement a phased reopening plan or temporary hybrid model to prioritize the return of certain groups of students first, such as those with specialized needs, early learners, or students requiring intensive support.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Marina Village Middle School's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Marina Village Middle School's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

- School Site Councils and Advisory Committees,
- Survey data from students (Culture and Climate Survey), families (LCAP Survey), and staff (Department and Employee Services Surveys), and
- Input from school administrators and district leadership teams.

Procedures for Immigration Enforcement Notification

Confirmation Protocol

Detail the specific process and designated staff member (e.g., principal, superintendent) responsible for confirming the presence of immigration enforcement on the schoolsite, which triggers the notification requirement.

Site Administrative staff will confirm the presence of immigration enforcement on the school site to the Superintendent and/or Assistant Superintendent. This notification will trigger the notification requirement.

Required Notification Recipients

The procedures must ensure notification is issued to the following groups:

- Parents and guardians of pupils
- Teachers
- Administrators
- School personnel

Once notification regarding immigration enforcement on a school site is prepared, all stakeholders shall be notified, including parents and guardians, all school site staff (certificated and classified), and administrators.

Notification Timing

Specify the timeline for issuing notification following confirmation, ensuring it aligns with safety goals and minimizes panic.

The site administrator will complete an Immigration Notification Incident Report noting date, time, officer names, documents presented, and actions taken and will submit to the District Office within 24 hours. The notification will be issued to all stakeholders as soon as possible of any immigration enforcement request or contact involving their student, unless prohibited by law.

Safety and Well-being Standard

The content and timing of the notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite.

The safety of students will take precedence over communication. Once safety and an orderly environment have been secured, detailed communication will be sent to all stakeholders that has been approved by the Superintendent or designee.

Privacy Constraint

The notification shall not include any personally identifiable information.

The District shall not release student records or personal information without legal verification and approval by the District Superintendent or Assistant Superintendent, per FERPA and Ed Code §49076.

Notification Methods

Specify the secure methods used for two-way communication to reach the required recipients, such as mass communication systems, email, or school portals, and detail how these methods are maintained.

Communication may be done through Catapult emails, text messages, or phone calls. Additionally, Google Classroom and/or Jupiter Ed may be used at the middle school level.

Resource Provision (Optional but Encouraged)

The notification may include a hyperlink to additional resources for families regarding:

- Educational rights
- State laws that protect parents' and students' privacy and confidentiality
- Counseling or support services (including services that support families impacted by immigration enforcement and model policies adopted by the LEA).

Communication will be limited to information regarding the ICE visit.

Annual Evaluation

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

Public Availability

An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

The School Site Safety plan is available by request only.

State Guidance

Compliance with this plan should align with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website

Safety Plan Review, Evaluation and Amendment Procedures

The Marina Village Middle School comprehensive safety plan will be reviewed, evaluated and amended (if necessary) in January each year.

Pursuant to Education Code Section 35294.6(a), the Rescue Union School District adopts this comprehensive school safety plan at a regular meeting of the Board of Trustees. An opportunity for public comment will be provided during this meeting, prior to the plan's adoption.

Safety Plan Appendices

Emergency Contact Numbers

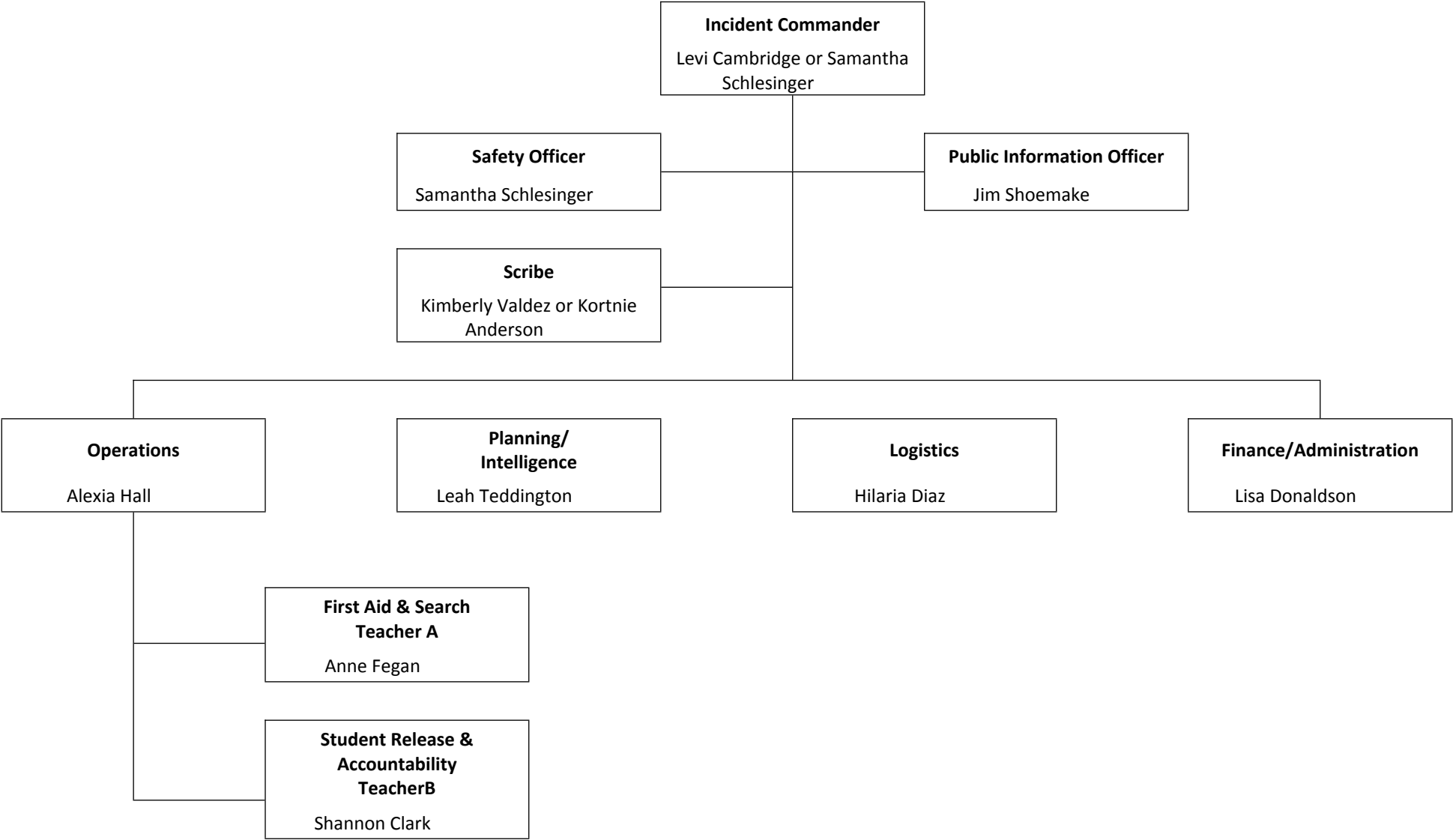
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	El Dorado Hills Fire Department	911	916-933-6623/Non-Emergency
Law Enforcement/Fire/Paramedic	El Dorado County Sheriff's Department	911	530-621-5655/Non-Emergency
School District	RUSD District Office	530-677-4461	
School District	RUSD Transportation	530-672-4310	
School District	RUSD Food Service	530-672-4466	
School District	RUSD Facilities/Maintenance	530-672-4300	
School District	RUSD Technology	530-672-4841	
School District	RUSD Special Services	530-672-4830	
Local Hospitals	Marshall Hospital	530-622-1441	Mercy Folsom 916-983-7400

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Familiarization and brief review of Safety Plan with small group of students and staff	10-20-25 at 2:30-3:30PM	MVMS Conference Room
Plan review at School Site Council	12-01-25	MVMS Conference Room

Marina Village Middle School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

The first response to an emergency is to determine the type of emergency that has occurred. Procedures for several different types of emergencies are listed in the following section.

Step Two: Identify the Level of Emergency

The second step in responding to an emergency is to determine the level of emergency. To assist schools in classifying emergency situations there is a three tiered rating below:

- Level 1 Emergency: A minor emergency that is handled by school personnel without the assistance from outside agencies, e.g., a temporary power outage, a minor injury during PE.
- Level 2 Emergency: A moderate emergency that requires assistance from outside agencies, such as a fire or an injury which requires an ambulance.
- Level 3 Emergency: A major emergency event that requires assistance from outside agencies such as a major earthquake, a civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

Step Three: Determine the Immediate Response Action

Once the type and extent of an emergency have been identified, school personnel can determine if an immediate response action is required. The most common immediate response actions initiated during school emergencies are:

- Duck and Cover: Students and staff protect themselves by crouching under a table, desk, or chair until the danger passes.
- Shelter in Place: Students and staff are kept indoors in order to isolate them from the outdoor environment.
- Lock Down: Students and staff are kept in a designated locked area with blinds closed and lights off and sitting quietly until danger has passed, such as an intruder being on campus.
- Evacuate Building: Students and staff are escorted outside to an assembly area if it has been determined that it is too dangerous to remain indoors. Assist individuals who are unable to evacuate on their own to the best of your ability.
- Evacuate Campus: Students and staff are escorted to an off-site assembly area if it has been determined that it is too dangerous to remain on campus. Assist individuals who are unable to evacuate on their own to the best of your ability.
- All Clear: Notification is given that normal school operations should resume.

Step Four: Communicate the Appropriate Response Action

Once the type of immediate response action is determined, the incident commander must immediately inform the site's staff which response action to take. The most important method of communication depends on the response action selected. When announcing what response to take, avoid codes, jargon, or any other potentially confusing vocabulary. Be calm, direct, and clear in your announcements.

- Duck and Cover: Immediately use the site's school-wide communication system to instruct students and staff to protect themselves by moving into a "duck and cover" position by crouching under a table, desk, or chair until the danger passes.

Time is the most urgent matter with this response action as the emergency may take place before the announcement can be made. However, do not assume that all members of the site are already in a "duck and cover" position. Make the announcement even if the immediate crisis has passed.

- **Shelter in Place:** Immediately use the site's school-wide communication system to instruct students and staff that they are to stay indoors until further notice, even if the heating and air conditioning system is disabled.
- **Lock Down:** Immediately use the site's school-wide communication system to instruct staff to lock all exterior doors, to close any open windows along with blinds, and to keep students as far away as possible from any windows until further notice.
- **Evacuate Building:** Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the sites outside assembly area. Assist individuals who are unable to evacuate on their own to the best of your ability.
- **Evacuate Campus:** Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the sites outside assembly area. From there, notify staff and students using a bullhorn that it has been determined that it is too dangerous to remain on campus. Provide instructions on how staff and students will be relocated. Assist individuals who are unable to evacuate on their own to the best of your ability.

Types of Emergencies & Specific Procedures

Aircraft Crash

If an aircraft crashes ON CAMPUS:

- Sound the fire alarm (if there is no explosion or ongoing danger that would make evacuation hazardous).
- Call 911 immediately, reporting:
 - The location and nature of the crash
 - Any observed injuries or fire
 - The presence of fuel leaks, smoke, or hazardous materials
- Evacuate the area quickly and calmly using established evacuation routes, avoiding the crash site.
- Teachers take emergency backpacks and student rosters.
- Admin or designee initiates the Incident Command System (ICS) and assumes the role of Incident Commander until relieved by emergency personnel.
- School staff secures perimeter and prevents re-entry to the crash site.
- First aid is administered to the injured until professional help arrives.

If an aircraft crashes NEAR CAMPUS:

- Assess proximity to school and determine risk of fire, explosion, or hazardous materials.
- Move students and staff indoors if the crash is near but poses no immediate threat.
- Close windows and doors. Shut down HVAC system if there is smoke or chemical odor.
- Prepare for potential evacuation if instructed by emergency services.
- Maintain communication with district officials and local emergency responders.

Shelter-in-Place (if needed)

If there is a danger from airborne toxins or fire:

- Announce: "Shelter-in-Place. This is not a drill. Please proceed indoors and seal all windows and doors."

Turn off air-handling systems.

- Keep students calm and inside until all-clear is given.

Animal Disturbance

1. Identification of Threat

- Any staff member or student who observes an animal that poses a threat should immediately notify the main office.
- Do not approach or attempt to capture the animal.
- Take note of the animal's type, location, behavior, and direction of movement.

2. Immediate Actions by School Staff

If the animal is ON CAMPUS and poses a danger:

- Announce a "Shelter-in-Place" over the intercom:
- "Shelter-in-Place. There is an animal on campus. Please remain indoors and secure all doors and windows. This is not a drill."
- Close and lock all doors and windows; bring students inside from playgrounds, fields, and lunch areas.
- Keep students away from windows and glass doors.
- Alert district office and animal control (or local law enforcement if necessary).
- Designate a staff member to monitor the animal from a safe distance and report its movement.

If the animal is OFF CAMPUS but nearby:

- Limit outdoor activity until the situation is resolved.
- Maintain supervision and prevent students from approaching or interacting with the animal.
- Keep communication open with local authorities regarding the animal's location and behavior.

3. Communication

- Use internal radios or the intercom system to coordinate staff communication.
- Notify parents/guardians if the incident significantly disrupts the school day or poses risk.
- Use discretion when notifying students to avoid unnecessary panic.

4. Resolution

- Wait for animal control officers to capture or remove the animal.
- Do not resume outdoor activities until the all-clear is given by administration.
- If injuries occur, follow first aid and emergency medical response protocols.

Armed Assault on Campus

1. Identification of Threat

- Any student or staff member who sees or suspects an armed individual must immediately notify the office or call 911 if safe to do so.
- Provide as much information as possible:
- Description of the individual(s) and weapon(s)
- Location and direction of movement
- Any injuries observed

2. Immediate Actions

If an Armed Individual is ON Campus:

- Initiate Lockdown immediately using intercom or PA system:
- "Lockdown. Lockdown. This is not a drill. Armed intruder on campus. Follow lockdown procedures immediately."
- Call 911 and provide location, description, and actions of the suspect.
- Activate the Incident Command System (ICS) and assign emergency roles (if safe to do so).
- All classrooms and offices should immediately:
- Lock doors and turn off lights
- Instruct students to move away from doors/windows and remain quiet
- Silence cell phones
- Barricade doors if possible and safe
- Remain in place until law enforcement arrives and gives the all-clear

If an Armed Individual is NEAR Campus:

- Initiate Secure Campus procedure (formerly known as "lockout"):
- "Secure Campus. This is not a drill. There is police activity near campus. Please remain inside. Lock all doors and windows."
- Continue instructional activities indoors
- Do not allow anyone to leave or enter the campus until cleared by law enforcement.

3. Staff Responsibilities

- Teachers are responsible for securing their rooms and maintaining student accountability.
- Office staff not in immediate danger will assist with:
- Emergency communications
- Contacting law enforcement and district officials
- Locking exterior gates and entrances if safe
- Custodial and support staff will assist only if safe; otherwise, they must also secure themselves in the nearest safe location.

4. Communication

- Use emergency notification systems (e.g., Catapult) to inform parents:
- Only when it is safe and information is verified
- Emphasize not to come to campus during the incident
- Coordinate directly with law enforcement on all public information releases and emergency medical response protocols.

Biological or Chemical Release

1. Types of Threats Covered

- Chemical spill or gas leak (e.g., chlorine, ammonia)
- Pesticide or hazardous material exposure
- Suspicious powder or substance (potential bioterrorism agent)
- Airborne contaminant from industrial accident or nearby traffic accident

2. Initial Response and Identification

- Any person identifying a suspicious substance, strong odor, or unusual symptoms (e.g., coughing, burning eyes) must immediately:
- Notify the main office or administrator
- Call 911 if a release is suspected or confirmed
- DO NOT touch or attempt to clean up the substance.
- Note the location, appearance, and odor of the substance (if known) and relay to emergency responders.

3. Immediate Actions by Administration

If the release is OUTSIDE the school:

- Initiate Shelter-in-Place:
- “Shelter-in-Place. There is a chemical hazard in the area. Please proceed indoors and seal windows and doors. This is not a drill.”
- Close all windows, doors, and air vents.
- Shut down HVAC systems to prevent outside air from entering.
- Move students to interior rooms if possible.
- Keep staff and students calm and await further instructions from emergency officials.

If the release is INSIDE the school:

- Initiate Evacuation if it is safe and the location of the release is contained:
- Evacuate away from the affected area using pre-determined safe routes.
- Do not evacuate into a contaminated area.
- If evacuation is unsafe, shelter-in-place in rooms farthest from the affected area and seal rooms.
- Call 911 and report the situation immediately.
- Contact district office and environmental health services as needed.

4. Staff Responsibilities

Teachers:

- Take roll and maintain supervision
- Keep students calm and informed
- Seal windows and doors with available materials (plastic sheets, towels)

Office staff:

- Relay updates to staff
- Monitor communication with 911 and public safety

Custodial staff:

- Assist with HVAC shutoff and facility control, if safe

5. Communication

- Notify parents/guardians using the school’s emergency communication system (e.g., Catapult) when it is safe to do so.
- Emphasize the need to not come to the school until instructed.
- Follow public health guidance and coordinate messaging with local authorities (e.g., county emergency management, fire, hazmat teams).

6. Medical and Decontamination

If exposure is suspected:

- Move affected individuals to a designated decontamination area or as directed by authorities.
- Administer basic first aid if necessary, avoiding contact with contaminants.
- Await arrival of hazardous materials response team for professional evaluation and treatment.

Bomb Threat/ Threat Of violence

1. Identification of Threat

If a bomb threat is received by phone:

- Remain calm and keep the caller on the line as long as possible.
- Use the Bomb Threat Checklist to gather information (e.g., caller's voice, background noise, exact words, time of call).
- Signal another staff member to call 911 while the call is still in progress, if possible.

If the threat is written, emailed, or discovered:

- Do not touch or disturb the message.
- Call 911 immediately.
- Notify the principal or site administrator.
- Preserve evidence by saving or photographing the message if digital.

2. Immediate Administrative Actions

- Call 911 and report the threat.
- Activate the Incident Command System (ICS).
- Do not use radios or cell phones near a suspected device to avoid triggering it.
- Consult with law enforcement before deciding to evacuate or shelter in place.

3. Evacuation or Shelter-in-Place Decision

Follow the direction of law enforcement or fire officials.

If evacuation is ordered:

- Use primary evacuation routes unless a specific threat location is known—then use alternate routes.
- Teachers bring emergency backpacks and student rosters.
- Avoid any suspicious packages or items.
- Leave doors and windows open to reduce blast damage.
- Move to predesignated evacuation site at a safe distance from buildings.

If shelter-in-place is ordered:

- Secure all classrooms.
- Keep students quiet and away from windows and exterior walls.
- Prepare for a possible evacuation or extended stay.

4. Staff Responsibilities

Teachers:

- Maintain student supervision and accountability.
- Take roll at evacuation site or during shelter-in-place.
- Report any suspicious objects to administration without touching them.

Office and Admin:

- Coordinate with law enforcement and district safety officials.
- Handle parent communications.
- Document the timeline and nature of the threat.

5. Communication

- Use district-approved emergency communication tools (e.g., Catapult) to inform families:

- Only when cleared by law enforcement.
- Provide accurate updates and instructions for reunification if necessary.
- Do not release unverified information or speculate on the threat's validity.

Bus Disaster

1. Immediate Actions by Bus Driver (If Incident Occurs While En Route)

In Case of Collision or Serious Emergency:

- Stop the bus in a safe location, if possible.
- Turn off the engine to reduce fire risk.
- Assess the situation for injuries, fire, or other dangers.
- Call 911 to report the emergency and request medical or police assistance.
- Contact school transportation dispatch and report:
 - Location (nearest intersection, highway mile marker, etc.)
 - Number of students
 - Type of emergency or injuries
- Keep students calm and seated unless it is unsafe (e.g., smoke, fire, risk of explosion).
- Evacuate the bus if there is imminent danger using front/rear/side exits as appropriate.
- Administer first aid if trained and necessary.

2. Immediate Actions by School Administration

Upon Notification of Bus Disaster:

- Activate the Incident Command System (ICS).
- Designate a School Incident Commander and assign staff roles (communications, reunification, etc.).

Notify:

- Emergency responders (if not already contacted)
- District office/transportation director
- Parents/guardians via emergency communication systems
- Dispatch school personnel to the scene, if safe and appropriate, to support responders and students.

3. Staff Responsibilities at the School Site

- Prepare for student reception if students are returning to campus after the incident.
- Set up a Reunification Area for parents if needed.
- Deploy counselors and support staff to assist affected students and staff.
- Document all actions taken and maintain a log for official reports.

4. Medical & Safety Response

- Ensure all injured students and staff receive appropriate medical treatment.
- Record:
 - Names of all passengers
 - Location and nature of any injuries
 - Treatment provided and hospital transport details
- Maintain clear communication with emergency personnel on scene.

Disorderly Conduct

1. Definition of Disorderly Conduct

Disorderly conduct may include:

- Verbal threats or aggression
- Physical fights or altercations
- Unruly behavior during school events or in common areas

- Trespassing or refusal to comply with staff instructions
- Threats to staff or students without a visible weapon

2. Initial Staff Response

- Stay calm and assess the situation. If there is no immediate threat to safety, use de-escalation techniques.
- If the situation escalates or involves violence, call the office or dial 911 immediately.
- Do not attempt to physically intervene unless trained and the situation requires immediate protection of life.
- Clear the area of bystanders and students if possible.
- Notify school administration as soon as it is safe to do so.

3. Administrative Actions

- Administrator or designee responds to the scene with support staff.
- If behavior is dangerous or threatening:
- Call 911 if not already done
- Activate Lockdown if the threat escalates to physical violence or potential weapon use
- Ensure student and staff safety is maintained above all.

4. Lockdown or Shelter-in-Place (if necessary)

- If the individual poses an immediate threat and cannot be isolated:
- Initiate Lockdown for entire school or affected area
- Keep students behind locked doors and away from windows.
- Wait for law enforcement to secure the scene and give the all-clear.

5. Communication

- Notify district office and appropriate school safety personnel.
- Use emergency communication system (Catapult.) if incident impacts student safety or causes significant disruption.
- Share accurate and timely updates with staff and parents once verified by administration.

6. Incident Follow-Up

- Debrief with staff and witnesses involved.
- Offer mental health and counseling support for affected students and staff.
- Conduct a threat assessment if the individual is a student.
- Determine appropriate disciplinary action in accordance with district policies and Ed Code.

7. Documentation and Reporting

- Complete incident report detailing:
- Nature of the behavior
- Staff response
- Law enforcement involvement
- Student/staff impact
- Submit documentation to the district office and retain for legal and safety reviews.

8. Prevention and Training

- Provide annual training to staff on:
- De-escalation techniques
- Identifying early signs of aggressive behavior
- Emergency response protocols
- Encourage positive behavior interventions and supports (PBIS) and restorative practices to reduce incidents.

* Maintain a Visitor Check-In/Check-Out system and staff visibility in high-traffic areas.

Earthquake

1. Earthquake Procedures:

Intense shaking occurs.

- Teacher gives command "DROP".
- Staff and student follow Drop, Cover and Hold on Procedures.
- Wait for shaking to stop.
- Check for injuries and/or trapped individuals. If any individuals are trapped assure them help will be forthcoming.
- After checking for blocked exits, give command to evacuate.

2. Drop, Cover and Hold on Procedures:

- Drop, Cover and Hold on may be used when there is a danger to students and staff of being injured by debris. Students are trained to go under desks and/or tables cover your head and neck with one arm and hold on to furniture leg with the other arm for protection.
- If inside a building or classroom:
 - Get under desk or piece of furniture as a shield
 - Drop to your hands and knees with your back to the window.
 - Make body as small as possible.
 - Cover your head and neck with one arm and hold on to furniture leg with the other arm.
 - Keep eyes closed.
 - If an earthquake, hold on until the shaking stops.
 - Wait for further instructions.
- If outside of school buildings:
 - Get clear of all buildings, power lines, light poles or sources that may be dangerous.
 - Lie flat with chest down and back up with face away from dangerous hazards.
 - Cover head, face as much skin surface as possible.
 - Keep eyes closed.
 - Wait for further instructions.

3. When safe to do so, follow evacuation procedure.

Explosion or Risk Of Explosion

1. In the Event of an Actual Explosion

Immediate Actions

- Duck and cover: Instruct students and staff to take cover under desks, away from windows and overhead hazards.
- Once safe, evacuate the building immediately, unless evacuation routes are unsafe.
- Do not use fire alarms if you suspect an explosive device—it could trigger another detonation.
- Call 911 and report the explosion, including:
 - Location and extent of the damage
 - Known injuries
 - Suspicious circumstances (e.g., if a device was seen before the explosion)
- Notify school administration and activate the Incident Command System (ICS).

Evacuation Guidelines

Teachers:

- Take emergency go-bags and student rosters.
- Lead students calmly to the pre-designated evacuation area. Lead students calmly to the pre-designated evacuation area.
- Avoid touching or walking near any suspicious object.
- Take attendance and report missing or injured students to incident command.

Administration:

- Confirm the location is safe before directing evacuation.
- Coordinate with fire, law enforcement, and EMS upon arrival.

- Ensure gates are unlocked for emergency vehicle access.

2. In the Event of a Risk or Threat of Explosion

Examples of Possible Threats:

- Suspicious package or device
- Gas leak or strong chemical odor
- Bomb threat or warning call
- Spark or fire near hazardous materials

Immediate Actions

- Call 911 and report the suspected threat.
- Do NOT touch or move suspicious objects.
- Do NOT use cell phones or two-way radios near the object.
- Notify district office and initiate ICS.

Evacuation or Shelter Decision

- Only evacuate if the area outside is confirmed safe.
- Use routes away from the suspected device or hazard.
- If the threat is outdoors or uncertain, initiate Shelter-in-Place:
- “Shelter-in-Place. This is not a drill. Please remain indoors. Close and lock doors and windows. Do not use cell phones.”

3. Communication

- Use PA system or messengers to communicate instructions clearly.
- Notify parents using emergency notification systems only after verifying the situation with law enforcement.
- Designate a Public Information Officer (PIO) to coordinate with media and law enforcement.

4. Medical and Safety Response

- Provide first aid to the injured until EMS arrives.
- Move injured individuals only if necessary to prevent further harm.
- Maintain a log of all affected individuals (injured, missing, treated, transported).

Fire in Surrounding Area

1. Initial Identification and Notification

- The principal or designee confirms the incident with:
- The local fire department or CAL FIRE
- Law enforcement or the Office of Emergency Services (OES)
- District safety office
- Visual of a fire
- Monitor updates via:
- Emergency alert systems (e.g., NOAA Weather Radio, local news)
- District communication channels
- Air quality monitoring services (e.g., AQI from AirNow)

2. Immediate Administrative Actions

If there is NO immediate threat to the campus:

- Announce Shelter-in-Place (if smoke or ash is present):
- “Shelter-in-Place. There is a fire in the surrounding area. Please stay indoors. Close windows and doors. This is not a drill.”
- Shut off HVAC systems to prevent smoke from entering.
- Cancel all outdoor activities, including recess, PE, and after-school sports.
- Move all students and staff indoors.
- Limit classroom transitions and keep students in their current locations if possible.

If the fire is approaching the school or evacuation is advised:

- Coordinate with local emergency services before initiating evacuation.
- Use pre-identified evacuation routes that avoid exposure to fire or smoke.
- Prepare for possible relocation to an off-site reunification center if needed.

3. Staff Responsibilities

Teachers:

- Close windows and doors.
- Take roll and monitor student health (especially those with asthma or respiratory issues).
- Keep students calm and informed.

Office/Administrative Staff:

- Maintain open communication with district and emergency services.
- Prepare emergency go-kits and evacuation rosters in case relocation is necessary.
- Monitor phone lines and parent inquiries.

4. Communication

- Use emergency notification systems (e.g., Catapult) to notify families:
- Status of fire and school operations
- Any changes to pickup times or transportation
- Instructions not to come to campus unless directed
- Coordinate public messaging with the district's Public Information Officer (PIO) and local authorities.

5. Transportation

- Work with district transportation to:
- Re-route buses if roads are closed or conditions are unsafe.
- Adjust bell schedules or release times as needed.
- Ensure bus drivers are updated on air quality and visibility concerns.

6. Student Health Monitoring

- Notify school nurse and office staff to monitor students for:
- Respiratory distress
- Headaches, dizziness, or eye irritation
- Provide access to asthma inhalers or emergency medication as needed.

Fire on School Grounds

Fire Procedures

If you see smoke, fire or if the fire alarm sounds:

1. Procedure for During Class Time:

Teachers:

- Grab your keys, device and Emergency Bag/Backpack.
- Check that all exits are clear. If exits are blocked, find alternate exit route.
- Staff exit the room with students, check that all students are out of the classroom and leave door closed and unlocked and report to the primary evacuation location unless directed to go to a secondary location. (See Evacuation Map)
- Activate fire alarm pull station if nearby and the alarm is not yet sounding.

Students

- Students exit the classroom and WALK in an orderly line.
- NO TALKING IS PERMITTED.

- Once in the evacuation area and it is safe to do so, teachers take roll and account for each student via Catapult EMS. Account for all students who were present at time of role. The office accounts for absent students that are marked absent in Catapult.
- Students in classrooms other than their own are to remain with that class until given permission to rejoin their class by both teachers.
- Students remain in orderly and silent lines until the all clear signal is given.

P.E. Classes: Teacher/supervising adult:

- Stop activity
- Organize class into silent and orderly lines
- Lead class to evacuation area.

NOTE: Elevators are not to be used during fire evacuations. Use an alternate route.

2. Procedure Used Before School, During Lunch and Recess:

- Students WALK to the designated evacuation area.
- Students wait in orderly and silent lines for their teacher/supervising adult to give further instructions.

3. Fire Drills

- SCHOOL PERSONNEL, CERTIFICATED AND CLASSIFIED ARE TO PARTICIPATE IN ALL FIRE DRILLS
- Parents, guests and community people on the grounds during a drill must participate.

4. Using a Fire Extinguisher

- Rescue Union School District provides fire extinguisher training to faculty and staff upon being hired and annually. (California Code of Regulations: Title 8, §6151. Portable Fire Extinguishers. Section G.)

During the beginning stages of a fire:

- Pull the fire alarm (This will notify the Fire Department automatically)
- Identify a safe evacuation path before approaching the fire. Do not allow the fire, heat, or smoke to come between you and your evacuation path.
- Evacuate students from the room and line up outside of the classroom then, if safe to do so, the teacher/staff member may attempt to put out the fire with a fire extinguisher.
- Discharge the extinguisher within its effective range using the P.A.S.S. technique:
- Pull, Aim, Squeeze, and Sweep.
- Back away from an extinguished fire in case it flames up again.
- Evacuate immediately if the extinguisher is empty and the fire is not out.
- Evacuate immediately if the fire progresses.
- After you evacuate, call 911, if appropriate.
- If evacuation is necessary, follow evacuation procedures.
- Most fire extinguishers operate using the following P.A.S.S. technique:
- PULL... Pull the pin. This will also break the tamper seal.
- AIM... Aim low, pointing the extinguisher nozzle (or its horn or hose) at the base of the fire.
- SQUEEZE... Squeeze the handle to release the extinguishing agent.
- SWEEP... Sweep from side to side at the base of the fire until it appears to be out.
- Watch the area. If the fire re-ignites, repeat the above steps.
- NOTE: Do not touch the plastic discharge horn on CO2 extinguishers, it gets very cold and may damage skin.
- If you have the slightest doubt about your ability to fight a fire....EVACUATE IMMEDIATELY!

Flooding

1. Initial Assessment and Notification

Monitor flood warnings through:

- National Weather Service (NWS)
- Local Office of Emergency Services (OES)
- Emergency alert systems and district notifications

Site administrator evaluates:

- Current and projected flood levels
- Access to campus and road conditions
- Impact on utilities and infrastructure

2. Administrative Actions

- Activate the Incident Command System (ICS).
- Notify:
- District office
- Local emergency management and public works
- School transportation department
- Postpone or cancel outdoor activities if flooding is possible.
- Consider early release or delayed dismissal if conditions worsen.

3. If Flooding is Occurring or Imminent

Shelter-in-Place (if evacuation is unsafe):

- “Shelter-in-Place. Please stay indoors. Do not leave the building until further notice.”
- Move students and staff to higher floors or elevated areas.
- Turn off electrical equipment if instructed and safe to do so.
- Block door gaps and cover vents if water begins to enter.
- Avoid all contact with flood water due to contamination risks.

Evacuation (only if directed and safe):

- Use pre-identified alternate evacuation routes that avoid low-lying or flooded areas.
- Do not allow students to walk through moving water.
- Teachers bring emergency go-bags and student rosters.
- Account for all students at the evacuation site.

4. Transportation Adjustments

- Coordinate with the transportation department to reroute or delay buses.
- Avoid roads known to flood or currently closed by emergency services.
- Consider relocating students to an alternate safe location if return home is unsafe.

5. Communication

- Notify parents/guardians through approved channels (Catapult):
- Flood status and student safety
- Adjusted release, transportation, or relocation details
- Instructions not to drive to campus unless directed
- Coordinate public messaging with district PIO and emergency authorities.

6. Medical and Safety Considerations

- Monitor students with asthma or health concerns, as mold or water contamination may impact air quality.
- Avoid contact with:
- Electrical outlets or waterlogged electronics
- Contaminated water
- Keep emergency medical kits and flashlights accessible.

Loss or Failure Of Utilities

1. Types of Utility Failures Covered

- Power outage
- Water supply failure or contamination
- Natural gas leak
- Loss of heating, air conditioning (HVAC)
- Loss of internet or phone service

2. Initial Actions Upon Detection

Power Outage:

- Notify the principal or designee and the district maintenance department.
- Turn off electrical devices and equipment to prevent damage when power is restored.
- If it's safe, open blinds/windows to provide light and ventilation.
- Use battery-powered flashlights (not candles).
- Monitor emergency radio or communication devices for updates.
- District office to provide a generator for office phones and computer use for front office staff

Water Outage or Contamination:

- Stop use of all water (sinks, fountains, restrooms).
- Notify staff and restrict water access.
- Provide bottled water and portable sanitation if possible.
- Contact district maintenance and local public health authorities.

Gas Leak (Suspected or Confirmed):

- Do not operate light switches or electronic devices.
- Evacuate the affected building(s) immediately.
- Call 911 and district maintenance.
- Notify utility provider (e.g., PG&E or SoCalGas).
- Initiate Lockout or Evacuation depending on the threat level.

3. Communication Protocols

- Use alternative communication methods (e.g., two-way radios, cell phones) if phones or internet are down.
- Notify:
 - District office
 - Parents/guardians (when safe and appropriate)
 - Local utility providers
- Provide regular updates through available channels (email, text, intercom, PA system).

4. Shelter-in-Place or Evacuation Decision

- If the outage poses no immediate danger: Shelter-in-Place and monitor conditions.
- If the environment becomes unsafe or unsanitary (e.g., extreme heat, no running water, gas odor):
- Consider evacuation or early release in coordination with the district and emergency services.
- Initiate notification for early student dismissal (early end of school) if needed.

5. Classroom and Student Supervision

- Continue supervision and instruction as safely possible.
- Use alternative, non-digital learning materials if power/internet is down.
- Keep students indoors or in safe, designated areas unless otherwise directed.
- Monitor students with medical needs (e.g., medication storage that requires refrigeration, oxygen equipment).

6. Food Services

- Coordinate with nutrition services staff:
- Halt meal service if food safety standards cannot be maintained (e.g., no refrigeration, no clean water).
- Use pre-packaged meals or snacks if available.

7. Early Dismissal (if necessary)

- Notify families through the emergency system with instructions for early pickup.
- Follow Student Release/Reunification Plan:
- Verify ID before releasing students.
- Keep logs of all released students.

8. After-Action and Recovery

- Work with the district and utility companies to restore services.
- Assess impact on school operations, learning loss, and food safety.
- Provide counseling and support if the outage caused disruption or fear.
- Review and update emergency protocols as needed.

9. Preparedness Measures

- Maintain emergency supplies in every classroom, including:
- Flashlights, batteries, bottled water, non-perishable snacks, blankets
- Back up critical systems and files if applicable.
- Post emergency procedures near phones and electrical panels.
- Conduct regular drills that include utility outage scenarios.

Motor Vehicle Crash

1. Types of Incidents Covered

- Vehicle crashes into a school building, fence, or campus area
- School bus or school vehicle collision
- Vehicle accident near school grounds involving students or staff
- Pedestrian, bicycle, etc. struck by a vehicle near or on campus

2. Immediate Actions by Witness or Staff Member

- Call 911 immediately, provide:
- Location of the crash (address or landmark)
- Type of vehicles involved
- Injuries or hazards (e.g., fire, fuel leak)
- Notify the principal or site administrator.
- Do not move injured persons unless they are in immediate danger (e.g., from fire).
- Keep students and staff away from the scene.
- Provide basic first aid only if trained and it is safe to do so.

3. Administrative Actions

- Activate the Incident Command System (ICS) if appropriate.
- Assign staff to:
- Direct emergency responders to the scene
- Supervise nearby students
- Manage communication with district and parents
- If the incident involves a school bus, coordinate with the transportation department to verify passenger lists and notify families.

4. Student and Staff Safety

- If students were involved or witnessed the crash:
- Move them to a secure and supervised area.
- Account for all students using attendance rosters.
- Keep them away from emergency responders unless needed for medical evaluation.
- Provide support to any students who may be in shock or distress.

5. Scene Security and Hazards

- Prevent anyone from entering the crash zone, especially if:
- There is leaking fuel
- Downed power lines are present
- Airbags have deployed or smoke is visible
- Do not allow staff or students to photograph or post about the crash on social media.

6. Communication Protocols

- Notify:
- District office
- Transportation department, if a school vehicle is involved
- Parents/guardians if students are injured or affected
- Use official messaging platforms (ParentSquare, Blackboard, etc.) to avoid misinformation.
- Designate a Public Information Officer (PIO) to handle media if needed.

Pandemic

1. Coordination and Planning

- Follow guidance from:
- California Department of Public Health (CDPH)
- Local County Public Health Department
- Centers for Disease Control and Prevention (CDC)
- California Department of Education (CDE)
- Activate the School Pandemic Response Plan and the Incident Command System (ICS).
- Designate a School Site Health Liaison to coordinate with district and public health officials.

2. Preventative Measures and Campus Health Protocols

- Implement public health protocols as required:
- Handwashing, respiratory hygiene education
- Regular cleaning and disinfection of high-touch surfaces
- Physical distancing (as feasible)
- Required or optional mask usage depending on health orders
- Isolation of symptomatic individuals
- Post signs throughout campus reminding of hygiene protocols and symptoms of illness.

3. Symptom Screening and Reporting

- Daily symptom checks for students and staff as recommended.
- Staff and students should stay home if sick or exhibiting symptoms.
- Report confirmed cases to local health officials per legal requirements (e.g., Cal/OSHA and FERPA compliance).
- Track absences and illness trends for early outbreak detection.

4. Response to Confirmed Case or Exposure

- Isolate the affected individual in a designated quarantine room and send them home as soon as possible.
- Identify and notify close contacts based on current public health definitions.
- Follow current quarantine/isolation guidelines (may vary based on vaccination status and variant severity).
- Communicate with staff and families while protecting individual privacy.

5. Campus Closure or Modified Operations

If advised by public health authorities:

- Transition to remote learning or hybrid instruction models.
- Maintain:
- Online instruction platforms

- Meal services for students (pickup/delivery)
- Access to mental health services
- Communicate clearly about:
- Duration of closure
- Instructional expectations
- Technology access/support
- Grading policies and attendance procedures.

6. Continuity of Operations

- Ensure essential staff (e.g., administrators, IT, nutrition services, custodians) have safe working conditions.
- Coordinate with the district for:
- Payroll
- Data systems
- Cleaning and facilities maintenance
- Keep emergency contact information for all students and staff updated.

7. Mental Health and Wellness

- Provide access to:
- School counselors
- Crisis response teams
- Virtual wellness resources
- Promote SEL (social-emotional learning) practices in both in-person and remote environments.

8. Communication Protocols

- Use official school communication systems (ParentSquare, Blackboard, email, website).
- Share:
- Health updates and guidelines
- Changes to instruction or schedules
- Mental health and community resources
- Designate a Public Information Officer (PIO) to coordinate messaging with district and public health agencies.

9. Recovery and Return to Campus

- Follow public health clearance protocols for reopening:
- Deep cleaning and ventilation assessment
- Updated safety signage and supplies (e.g., PPE, sanitizer)
- Return-to-school criteria for students and staff
- Provide reentry support, including:
- Mental health services
- Academic assessments and remediation planning

10. Training and Preparedness

- Train staff on:
- Infection prevention
- Sick student protocols
- Distance learning platforms
- Conduct tabletop or virtual exercises with administrative teams.

11. Supplies and Equipment

- Maintain stock of:
- Masks, gloves, thermometers, sanitizers, disinfectants
- Emergency food and water in case of extended shelter-in-place
- Technology tools (e.g., Chromebooks, Wi-Fi hotspots)

Psychological Trauma

1. Identifying Psychological Trauma

Psychological trauma may result from:

- A critical incident (e.g., suicide, death, violent act)
- A natural or man-made disaster
- Prolonged fear (e.g., active shooter lockdown, abuse)
- Media exposure to distressing events
- Loss of a loved one

Symptoms may include:

- Withdrawal, anxiety, or fearfulness
- Crying, emotional outbursts
- Difficulty concentrating or sleeping
- Physical complaints with no medical cause
- Aggressive or defiant behavior

2. Immediate Administrative Actions

- Notify the principal or site crisis response lead.
- Activate the School Crisis Response Team.
- Ensure immediate safety and remove students from the source of trauma (if ongoing).
- Secure the scene if related to an on-campus incident.
- Contact district mental health services and local behavioral health partners for support.
- Protect the privacy and dignity of those involved—limit rumors and social media speculation.

3. Staff Response Procedures

- Teachers or staff who observe trauma symptoms should:
- Provide a calm and supportive environment
- Listen non-judgmentally without pressing for details
- Refer the student to the school counselor, psychologist, or administrator immediately
- Do not send the student alone if they are visibly distressed.

4. Crisis Counseling and Support Services

- Establish a designated counseling space on campus with trained mental health staff.
- Offer individual and small group counseling to affected students and staff.
- Provide additional supervision for vulnerable students (e.g., those with past trauma or mental health challenges).
- Maintain documentation of services offered and provided.

5. Family and Community Communication

- Notify affected families sensitively and promptly.
- Provide factual, age-appropriate information to the school community:
- Our school experienced a difficult situation today involving [brief description, e.g., the loss of a student]. Counselors are available, and we will continue to support our students through this time.”
- Include referral information for external mental health resources and crisis lines (e.g., 988 Suicide & Crisis Lifeline).

6. Classroom Support

- Teachers should:
- Maintain routines but be flexible with academic expectations
- Allow students space to talk or take breaks if overwhelmed
- Monitor behavior changes and refer concerns to support staff
- Provide trauma-informed classroom strategies:
- Check-ins
- Mindfulness or calming exercises
- Seating adjustments or safe spaces

Suspected Contamination of Food or Water

1. Types of Potential Contamination Events

- Spoiled or expired food served to students or staff
- Water contamination (e.g., lead, bacteria, chemicals)
- Foodborne illness outbreak (e.g., norovirus, salmonella)
- Intentional tampering or foreign objects found in food/water
- Public Health or Environmental Health advisory for unsafe water

2. Immediate Actions Upon Suspicion or Report

- Stop use of all potentially contaminated food or water immediately.
- Isolate and secure any suspected food or drink to prevent further consumption.
- Remove affected items from service but do not dispose until public health officials can inspect.
- If individuals are ill or showing symptoms:
- Call 911 for serious symptoms
- Notify the school nurse, administer first aid as appropriate
- Document names and symptoms of all affected persons
- Notify:
- Principal or designee
- District nutrition services supervisor
- Local public health department
- Facilities or maintenance department (for water issues)

3. Investigation and Assessment

- Initiate a site-based food/water safety assessment with:
- Cafeteria/kitchen staff
- Maintenance personnel (for plumbing or water source issues)
- Environmental health officials
- Retain:
- Sample food/water for testing
- Food labels, preparation records, and vendor delivery logs

4. Isolation and Containment

- Restrict access to any affected areas (kitchen, cafeteria, restrooms, fountains).
- Shut off drinking fountains and sinks if water is suspected to be contaminated.
- Distribute bottled water if needed.

5. Communication Protocols

- Notify staff and families using approved platforms (e.g., Catapult):

"Out of an abundance of caution, we have suspended the use of certain food/water sources on campus today due to a possible contamination concern.

Students are safe and being monitored."

- Coordinate messaging with:
- District Public Information Officer (PIO)
- Local public health agency
- Be transparent but factual—avoid speculation until investigation confirms cause.

6. Alternate Plans for Food and Water

- Switch to pre-packaged meals if school food service is halted.
- Distribute bottled water and/or provide access to portable sanitation if necessary.
- Ensure all students have access to hydration and nutrition through alternative means.

7. Medical Response and Monitoring

- Maintain a log of affected individuals and symptoms.
- Monitor all students and staff who consumed suspected food/water.
- Notify parents/guardians of affected individuals and provide medical recommendations or public health notices.
- Follow reporting procedures for foodborne illness outbreaks as required by state and local agencies.

8. Student Release (If Widespread Exposure or Illness Occurs)

- Activate the Student Release/Reunification Plan if campus needs to be closed or evacuated.
- Provide updates and health recommendations to families at reunification.

9. Recovery and Restoration

- Work with health and safety officials to:
- Clear contaminated sources
- Test and verify water lines or food service equipment
- Clean and sanitize all affected areas
- Document response actions, retain inspection records, and submit reports as required.
- Resume service only after official clearance is given by local agencies.

10. Prevention and Training

- Train cafeteria, custodial, and office staff to recognize signs of contamination or illness.
- Conduct routine checks on:
- Food storage, preparation, and handling practices
- Water testing and plumbing maintenance
- Post safety protocols in food prep and service areas.
- Include contamination scenarios in annual emergency drills and tabletop exercises.

Tactical Responses to Criminal Incidents

1. Types of Criminal Incidents Covered

- Armed intruder on campus
- Active shooter or active assailant
- Hostage situation
- Barricaded subject
- Nearby police pursuit or law enforcement operation
- Serious violent crime on or adjacent to school property.

2. Immediate Actions (Recognizing a Threat)

If staff or students observe a threat:

- Call 911 immediately and provide:
- School name and address
- Description of the suspect, weapon, and activity
- Location on or near campus
- Number of people involved or injured
- Notify the principal or site administrator (if safe to do so).
- Initiate an appropriate emergency action:

3. Emergency Response Options

A. Lockdown (If threat is on campus or nearby)

- "This is a lockdown. Lock doors, turn off lights, stay out of sight. This is not a drill."
- Lock all doors and windows.
- Move away from doors and windows.
- Turn off lights and remain silent.
- Silence phones.

- Do not open the door for anyone except emergency responders.
 - Remain in lockdown until cleared by law enforcement or school administration.
- B. Run, Hide, Fight (Active Assailant Guidance)
- Run – evacuate away from danger if it is safe.
 - Hide – lock or barricade doors; stay quiet and out of sight.
 - Fight – only as a last resort, attempt to incapacitate the attacker.
- C. Shelter-in-Place (For threats near campus)
- “Shelter-in-Place. Remain indoors. Lock exterior doors. Classes continue as normal indoors.”
 - Lock perimeter doors.
 - Keep students inside classrooms or buildings.
 - Restrict movement around campus.
 - Continue instruction unless otherwise instructed.
4. Law Enforcement Coordination
- Cooperate fully with responding officers or tactical teams.
 - Provide access to:
 - Building maps and master keys
 - Class rosters and student schedules
 - Names and locations of individuals with medical needs
 - Follow law enforcement instructions without hesitation.
5. Communication Protocols
- Use PA system, radios, or emergency messaging system to initiate lockdown or shelter-in-place.
 - The principal or designee will:
 - Notify the district office
 - Activate the Incident Command System (ICS)
 - Coordinate with local law enforcement’s incident commander
 - Designate a Public Information Officer (PIO) to manage messaging
 - Parent/Guardian Notification
 - Communicate once the situation is under control. Messages should:
 - Confirm student safety
 - Provide instructions for reunification or delayed dismissal
 - Avoid speculative or graphic details
 - Reassure families that trained personnel are managing the situation.

Unlawful Demonstration or Walkout

1. Definitions

- Demonstration: A protest or public expression of opinion, which may be planned or spontaneous.
- Walkout: A student-organized event where individuals leave campus or class to protest or make a statement.
- Unlawful demonstration: Any protest or walkout that violates school policies or causes a disruption to school safety or operations.

2. Prevention and Preparation

- Establish clear school policies on student expression and protest.
- Educate students and staff on appropriate forms of protest under the First Amendment and Education Code §48907.
- Designate a staff lead (e.g., Assistant Principal or Safety Officer) to coordinate response planning.

3. Early Warning and Monitoring

- Monitor social media or informal channels for signs of an upcoming protest or walkout.
- Encourage open communication with student leadership to understand concerns and intentions.
- Notify the district office and, if needed, local law enforcement for possible crowd control support (particularly for larger or community-involved events).

4. Response to a Student Walkout

Before the Walkout:

- Remind students of:
- School rules
- Consequences of leaving campus without permission
- Safety risks (e.g., busy roads, weather conditions)
- Ensure staff coverage at exits and along probable departure routes.
- During the Walkout:
- Do not physically restrain students from leaving campus.
- Do not threaten or confront protesting students.
- Document student names and times of departure.
- Assign staff or administrators (in pairs) to monitor off-campus locations where students gather, ensuring safety from traffic or outside threats.
- Keep non-participating students supervised and in class.
- Do not allow outsiders to join the protest on school property without permission.
- If Protesters Are Disruptive or Violent:
- Initiate Lockdown or Shelter-in-Place if there is any threat to safety.
- Contact law enforcement if unauthorized individuals enter campus or if crowd control is needed.
- Activate the Incident Command System (ICS) to manage the event and communication.

5. Response to On-Campus Demonstrations

- If students demonstrate on school grounds:
- Assign staff to observe and supervise peacefully.
- Document incidents of vandalism, threats, or safety concerns.
- Allow peaceful protest if it does not disrupt instruction or endanger others.
- Move non-participating students away from the protest area.

6. Communication Protocols

- Keep staff informed of expectations and response procedures.
- Notify parents/guardians via automated messaging systems:
- “We are aware of a student demonstration. Students are safe and supervised. We encourage students to remain on campus, and any unauthorized departure will be marked as unexcused.”
- Designate a Public Information Officer (PIO) to manage inquiries and coordinate messaging with district officials.

7. Legal Considerations and Documentation

- Students may not be disciplined for expressing their views peacefully, but:
- Unauthorized absences may be marked unexcused.
- Any disruption, defiance, vandalism, or threats may result in disciplinary action per Ed Code.
- Keep detailed records of:
- Participants
- Locations and timelines
- Any safety or disciplinary incidents

8. Recovery and Support

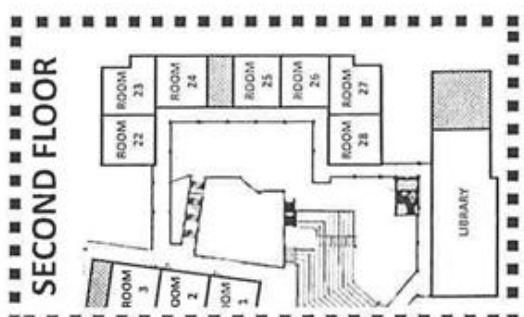
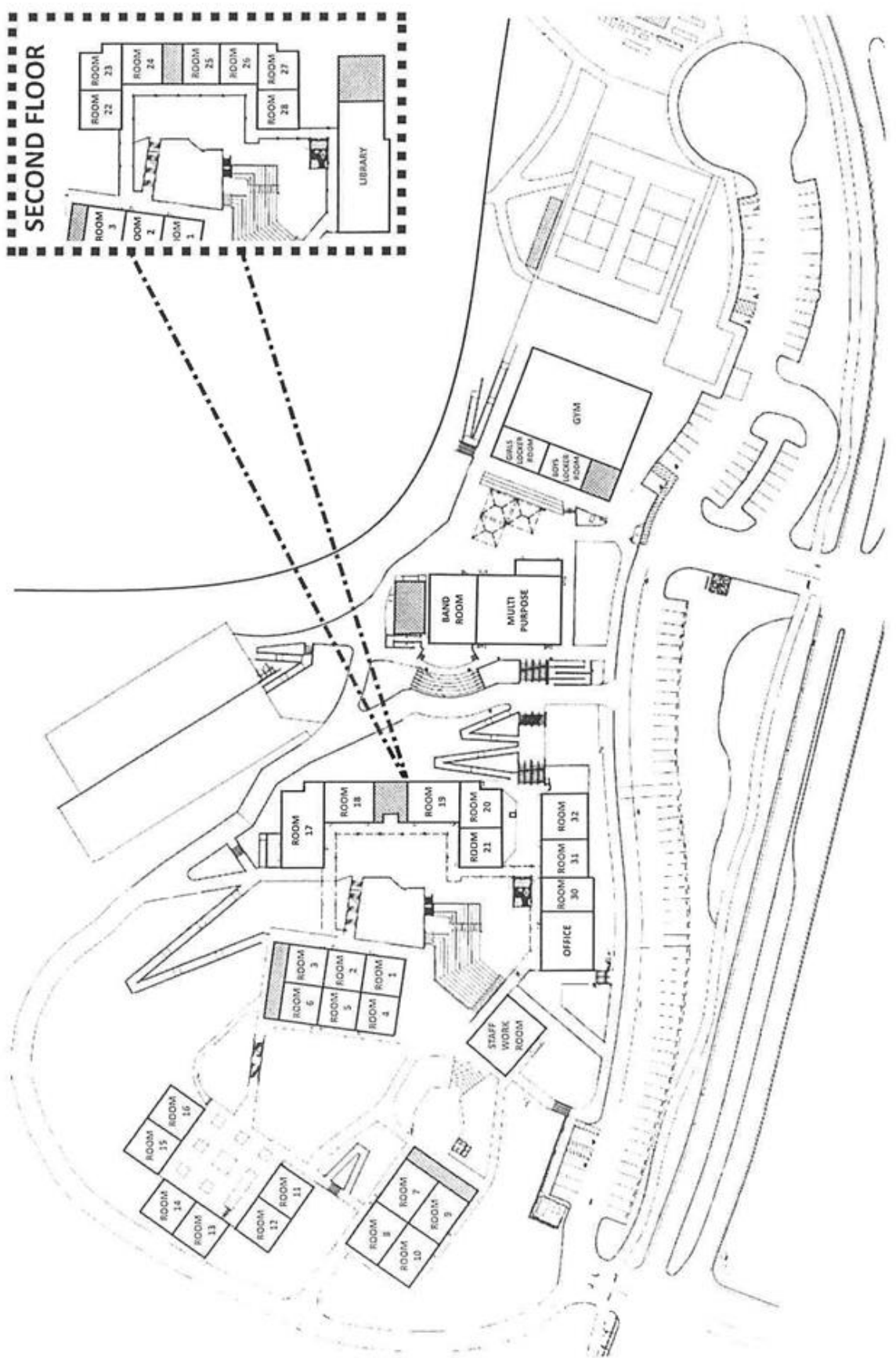
- Debrief with staff and administrators after the event.
- Address student concerns through listening sessions, student forums, or classroom discussions.
- Offer counseling support to students emotionally affected by the event or its causes.
- Repair or clean any damage to school property.

9. Staff Training and Awareness

- Train staff to:
- Remain calm and non-confrontational
- Recognize the difference between disruption and protected expression

- Supervise safely and avoid escalation

Emergency Evacuation Map



RESCUE UNION SCHOOL DISTRICT
 UPDATED: MAY 2018

MARINA VILLAGE MIDDLE SCHOOL
 1901 FRANCISCO DRIVE
 EL DORADO HILLS, CA 95672

Comprehensive School Safety Plan

**2025-26
School Year**

School: Pleasant Grove Middle School
CDS Code: 09619780101519
District: Rescue Union Elementary School District
Address: 2540 Green Valley Road
Rescue, CA 95672

Date of Adoption:

Date of Update:

Date of Review:

- with Staff
- with Law Enforcement
- with Fire Authority

Approved by:

Name	Title	Signature	Date
Vera Morris	Principal		
	Site Council Representative		
Jim Shoemake	Superintendent		

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at .

Safety Plan Vision

Our goal is to increase the students' sense of belonging at Pleasant Grove and improve campus connectedness.

Pleasant Grove Middle School has a beautiful campus with great staff and supportive parents who work together to create a positive atmosphere for students. There are many opportunities in place for positive student interactions. Additional steps should be taken to enhance the atmosphere and develop campus pride.

Components of the Comprehensive School Safety Plan (EC 32281)

Pleasant Grove Middle School Safety Committee

Assessment of School Safety

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

Pleasant Grove Middle School has a beautiful campus with great staff and supportive parents who work together to create a positive atmosphere for students. There are many opportunities in place for positive student interactions. Additional steps should be taken to enhance the atmosphere and develop campus pride.

Existing opportunities are:

- School Site Council
- Student of the Trimester Awards
- Honor Roll
- Parent/Student Handbook (in planners and online)
- WEB (Where Everybody Belongs)
- Back to School Night
- Operation School Bell
- Morning Bulletin Message
- Puma Pride Awards
- Comprehensive Athletic Program
- Merit Recovery Program
- Merit Awards
- Cyber Safety Presentations Students
- Lunch Tutorial Offerings
- Intervention Aides in classrooms for Student Support
- Student Assemblies
- Jazz Band Before School Grant 5 Days Per Week & After School Club 2 Days Per Week
- Lunch time access to Wellness Center 3 Days Per Week
- Positive School Culture and Climate Committee
- AVID Electives
- AVID Committee
- Learning Support Team
- AVID School Wide Organization System & Binder Check Support
- Student Facilitated and Driven Lunch Clubs
- Red Ribbon Week Activities
- Teaching Family Life program
- PTO Partnership & PTO led Fundraisers
- Universal Track and Field & Sports
- Theater
- Spirit weeks
- Study Skills For General Ed Students & Curriculum Support SPED Students
- Free Daily lunch and breakfast ALL students
- Leadership Led Activities & Updates
- Leadership Led Spirit Participation Incentives
- Monthly parent newsletter
- Text message communications for parents with emails
- Access to a Mental Health Clinician 4 days per week in partnership with Summit View

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

All school employees who are mandated reporters under California law are legally required to report known or reasonably suspected cases of child abuse or neglect to appropriate child protective agencies. Failure to report as required by law may result in criminal and civil liability.

Definition of a Mandated Reporter

Mandated reporters include all school personnel, including but not limited to:

- Teachers and administrators
- Classified staff (e.g., instructional aides, custodians, clerical staff)
- Coaches, counselors, nurses, and psychologists
- Volunteers, if they supervise students on a regular basis

Types of Reportable Abuse

Mandated reporters must report any known or reasonable suspicion of:

- Physical abuse
- Sexual abuse or exploitation
- Emotional or psychological abuse
- Neglect (including willful failure to provide food, clothing, shelter, or medical care)
- Willful cruelty or unjustifiable punishment
- Witnessing domestic violence (when affecting the child's welfare)

Reporting Procedures

1. Immediate Verbal Report

- The mandated reporter must immediately or as soon as practically possible make a verbal report to:

* Child Protective Services (CPS) or

* Local law enforcement agency (police or sheriff's department)

- Contact information for local reporting agencies is posted in the main office and staff areas.

2. Written Report

- Within 36 hours of the verbal report, the mandated reporter must complete and submit a written Suspected Child Abuse Report (SCAR) on form BCIA 8572 to the same agency.
- The form may be submitted via fax, mail, or electronically, if allowed.

3. Notification Within School

- The mandated reporter may inform the site administrator or supervisor after making the report, but administrators may not impede or alter the reporting process.
- The identity of the reporter is confidential and should not be shared except as required by law.

4. No Internal Investigation

- School staff should not attempt to investigate or validate the abuse prior to reporting.
- Do not interview the child or contact the suspected abuser beyond what is required to determine if a reasonable suspicion exists.

Training and Acknowledgment

- All employees must complete annual training on child abuse identification and reporting, as required by AB 1432.
- Upon hire and annually thereafter, employees must sign an acknowledgment form stating they understand their reporting obligations under the law.

Documentation and Confidentiality

- A copy of the written report should be retained in a confidential file (not in the student's cumulative record), per district policy.
- Information related to the report must be kept strictly confidential and shared only with authorized officials or investigators.
- Retaliation against a mandated reporter who reports in good faith is strictly prohibited.

Resources and Support

- School counselors, psychologists, and social workers are available to support affected students.
- The school maintains contact information for:

- Local CPS agency
- Law enforcement
- Community mental health and victim support resources

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

1. All-Hazards Approach

The Disaster Plan should address:

- Natural Disasters: Earthquake, wildfire, flooding, extreme weather
- Technological Hazards: Utility failure, hazardous materials release
- Human-Caused Events: Bomb threat, terrorism, civil unrest, mass casualty incidents
- Health Emergencies: Pandemic, biological threats

2. Key Components of the School Disaster Plan

A. Preparedness

- Maintain updated site-specific Emergency Operations Plan (EOP) and Incident Command System (ICS) chart
- Conduct regular drills: fire, earthquake, lockdown, shelter-in-place, and evacuation
- Stock emergency supplies: food, water, first aid, radios, student rosters, etc.
- Assign and train staff in ICS roles: Incident Commander, Operations, Logistics, Planning, Finance

B. Mitigation

- Identify hazards in and around campus (e.g., gas lines, flood zones)
- Ensure non-structural hazard mitigation: secure bookshelves, emergency shutoffs labeled
- Partner with local emergency services to assess and improve site safety

C. Response

- Activate the Incident Command System (ICS)
- Use appropriate emergency response protocols:
- Evacuation for fire, gas leak, bomb threat
- Shelter-in-Place for air quality concerns, chemical release

o Lockdown for intruder or active assailant

- Account for all students and staff
- Provide first aid and care for injured persons
- Coordinate with first responders and district officials

D. Recovery

- Restore safe operations (building inspections, utility checks)
- Provide mental health and counseling services
- Assess and repair damage
- Debrief with staff and district for after-action review
- Update procedures and training based on lessons learned

3. Communication During a Disaster

- Use multiple communication channels: PA system, radios, phones, emergency text/email platforms
- Communicate clearly and calmly with:
- Staff (via ICS structure)
- Students (via classroom teachers or PA)
- Parents/guardians (via district-approved systems)
- Designate a Public Information Officer (PIO) to coordinate with media and community

Adaptations for Students with Disabilities

Students with disabilities that are not cognitively or physically able to follow safety plans, details regarding assistance, such as aide or wheelchair assistance, will be identified in the student's Individualized Education Plan.

Maintain a list of:

- * Students with disabilities
- * Students with medical needs (e.g., medication, mobility)

Ensure accommodations in evacuation and shelter procedures

Include support staff in all planning (e.g., nurses, aides)

Public Agency Use of School Buildings for Emergency Shelters

Policy Statement

In the event of a natural disaster, public health emergency, or other declared crisis, this school site may be designated for temporary use by public agencies to provide emergency shelter, medical services, food distribution, or other community relief services.

The school will cooperate fully with:

- Local law enforcement
- Fire and rescue services
- County Office of Emergency Services (OES)
- California Department of Public Health (CDPH)
- American Red Cross and/or Federal Emergency Management Agency (FEMA)

Such use shall be coordinated to prioritize the safety of students, staff, and school property, and to allow for the continuity of educational operations when feasible.

Procedures

1. Activation and Authorization

- Use of school facilities shall be authorized by the district superintendent or designee in consultation with emergency authorities.
- Public agency partners must present proper identification and written authorization when requesting access to the campus for emergency shelter purposes.

2. Site Coordination

- The school site administrator or designee will:
- Serve as the primary point of contact for coordination
- Provide building access and site maps to authorized personnel
- Ensure the protection of school records, equipment, and instructional materials not needed for shelter operations
- A joint use plan or Memorandum of Understanding (MOU) may be established between the district and the public agency to clarify responsibilities, including liability, security, and cleanup. The Assistant Superintendent of Business Services shall be responsible for establishing the MOU.

3. Safety and Security

- All shelter operations shall maintain compliance with applicable health, fire, and safety codes.
- Public safety personnel will assist in maintaining site security.
- Any areas of campus used for shelter must be clearly separated from instructional or student-only zones (if school is still in session or partially operating).

4. Communication

- The district will inform staff and families of shelter operations on school grounds as appropriate.
- Signage and barriers may be used to guide shelter clients and restrict unauthorized access to school areas.

5. Restoration and Recovery

- Upon conclusion of shelter use, the public agency will:
- Coordinate site cleanup and restoration
- Assess damages and provide appropriate reimbursement or repairs
- Notify the district when the site is fully restored for educational use

Preparedness and Planning

- The school site shall maintain:
- Copies of joint-use agreements or MOUs (if applicable)
- Facility condition assessments and maps
- Updated contact information for local emergency services
- Disaster drills and tabletop exercises should consider scenarios involving emergency shelter use.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.2 - Bullying)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus

(cf. 5112.5 - Open/Closed Campus)

4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-8" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

(cf. 5131.7 - Weapons and Dangerous Instruments)

2. Selling or otherwise furnishing a firearm

3. Brandishing a knife at another person

4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4

6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-8" and "Additional Grounds for Suspension and Expulsion: Grades 4-8," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

(cf. 5148.3 - Preschool/Early Childhood Education)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

(cf. 5119 - Students Expelled from Other Districts)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

The student information system will include data regarding dangerous students that teachers will have access to for three years from the date of the incident. Site administrators and site secretaries will be trained on how to include the information in the student information system and teachers will be trained on where the data will be located.

(E) Sexual Harassment Policies (EC 212.6 [b])

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, when made on the basis of sex and under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5145.3 - Nondiscrimination/ Harassment)
(cf. 6142.1 - Sexual Health and HIV/ AIDS Prevention Instruction)

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex

10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion

School-Level Complaint Process/ Grievance Procedure

Complaints of sexual harassment, or any behavior prohibited by the district's Nondiscrimination/ Harassment policy - BP 5145.3, shall be handled in accordance with the following procedure:

1. Notice and Receipt of Complaint: Any student who believes he/ she has been subjected to sexual harassment or who has witnessed sexual harassment may file a complaint with any school employee. Within 24 hours of receiving a complaint, the school employee shall report it to the district Coordinator for Nondiscrimination/ Principal. In addition, any school employee who observes any incident of sexual harassment involving a student shall, within 24 hours, report this observation to the Coordinator/ Principal, whether or not the victim files a complaint. In any case of sexual harassment involving the Coordinator/ Principal to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall instead report to the Superintendent or designee.
2. Initiation of Investigation: The Coordinator/ Principal shall initiate an impartial investigation of an allegation of sexual harassment within five school days of receiving notice of the harassing behavior, regardless of whether a formal complaint has been filed. The district shall be considered to have "notice" of the need for an investigation upon receipt of information from a student who believes he/ she has been subjected to harassment, the student's parent/guardian, an employee who received a complaint from a student, or any employee or student who witnessed the behavior. If the Coordinator/ Principal receives an anonymous complaint or media report about alleged sexual harassment, he/ she shall determine whether it is reasonable to pursue an investigation considering the specificity and reliability of the information, the seriousness of the alleged incident, and whether any individuals can be identified who were subjected to the alleged harassment.
3. Initial Interview with Student: When a student or parent/guardian has complained or provided information about sexual harassment, the Coordinator/ Principal shall describe the district's grievance procedure and discuss what actions are being sought by the student in response to the complaint. The student who is complaining shall have an opportunity to describe the incident, identify witnesses who may have relevant information, provide other evidence of the harassment, and put his/ her complaint in writing. If the student requests confidentiality, he/ she shall be informed that such a request may limit the district's ability to investigate.
4. Investigation Process: The Coordinator/ Principal shall keep the complaint and allegation confidential, except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964) The Coordinator/ Principal shall interview individuals who are relevant to the investigation, including, but not limited to, the student who is complaining, the person accused of harassment, anyone who witnessed the reported harassment, and anyone mentioned as having relevant information. The Coordinator/ Principal may take other steps such as reviewing any records, notes, or statements related to the harassment or visiting the location where the harassment is alleged to have taken place. When necessary to carry out his/ her investigation or to protect student safety, the Coordinator/ Principal also may discuss the complaint with the Superintendent or designee, the parent/guardian of the student who complained, the parent/guardian of the alleged harasser if the alleged harasser is a student, a teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth, law enforcement and/ or child protective services, and district legal counsel or the district's risk manager. (cf. 5141.4 - Child Abuse Prevention and Reporting)
5. Interim Measures: The Coordinator/ Principal shall determine whether interim measures are necessary during and pending the results of the investigation, such as placing students in separate classes or transferring a student to a class taught by a different teacher.
6. Optional Mediation: In cases of student-on-student harassment, when the student who complained and the alleged harasser so agree, the Coordinator/ Principal may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator, or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree, and he/ she shall be advised of the right to end the informal process at any time. (cf. 5138 - Conflict Resolution)
7. Factors in Reaching a Determination: In reaching a decision about the complaint, the Coordinator/ Principal may take into account:
 - a. Statements made by the persons identified above
 - b. The details and consistency of each person's account
 - c. Evidence of how the complaining student reacted to the incident
 - d. Evidence of any past instances of harassment by the alleged harasser
 - e. Evidence of any past harassment complaints that were found to be untrueTo judge the severity of the harassment, the Coordinator/Principal may take into consideration:
 - a. How the misconduct affected one or more students' education

- b. The type, frequency, and duration of the misconduct
 - c. The identity, age, and sex of the harasser and the student who complained, and the relationship between them
 - d. The number of persons engaged in the harassing conduct and at whom the harassment was directed
 - e. The size of the school, location of the incidents, and context in which they occurred
 - f. Other incidents at the school involving different students
8. Written Report on Findings and Follow-Up: No more than 30 days after receiving the complaint, the Coordinator/Principal shall conclude the investigation and prepare a written report of his/ her findings. This timeline may be extended for good cause. If an extension is needed, the Coordinator/ Principal shall notify the student who complained and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If it is determined that harassment occurred, the report shall also include any corrective actions that have or will be taken to address the harassment and prevent any retaliation or further harassment. This report shall be presented to the student who complained, the person accused, the parents/ guardians of the student who complained and the student who was accused, and the Superintendent or designee.

In addition, the Coordinator/ Principal shall ensure that the harassed student and his/her parent/guardian are informed of the procedures for reporting any subsequent problems. The Coordinator/ Principal shall make follow-up inquiries to see if there have been any new incidents or retaliation and shall keep a record of this information.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti
2. Providing training to students, staff, and parents/ guardians about how to recognize harassment and how to respond
3. Disseminating and/ or summarizing the district's policy and regulation regarding sexual harassment
4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to parents/ guardians and the community
5. Taking appropriate disciplinary action

In addition, disciplinary measures may be taken against any person who is found to have made a complaint of sexual harassment which he/ she knew was not true.

Notifications

A copy of the district's sexual harassment policy and regulation shall :

1. Be included in the notifications that are sent to parents/ guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)
2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted, including school web sites (Education Code 231.5)
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session (Education Code 231.5)
4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
5. Be included in the student handbook
6. Be provided to employees and employee organizations

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

In cooperation with teachers, students, and parents/guardians, the principal or designee may establish school rules governing student dress and grooming which are consistent with law, Board policy, and administrative regulations. These school dress codes shall be regularly reviewed.

Dress Code (BP 5132): The Rescue Union School District acknowledges that the primary responsibility for what students wear and how they look when they come to school rests with the parent or guardian and their student. Our interest related to student attire is to ensure that all students can engage fully in their educational experience without unnecessary distractions or safety concerns,

while also allowing for personal expression within reasonable boundaries. The Rescue Union School District strives to maintain a professional, friendly, welcoming atmosphere in which teachers can teach and students can learn. Inappropriate attire can create a disruption to school activities and pose safety risks for students. With the above in mind, our dress code is as follows:

Students must wear:

All Clothing in a way that private parts and torso (armpit down to legs) are covered with opaque (not see-through) material.

-Clothing should fully cover undergarments within the torso.

-Tops: must be in alignment with above (1.a) and must have sleeves or shoulder straps.

-Bottoms: must be in alignment with above (1.a)

Footwear: Footwear that is safe for traveling on a variety of school terrains must be worn at all times. Shoes with wheels and pajama slippers are not permitted.

Students cannot wear:

Clothing, jewelry, or personal items that:

Depict items with violent conduct, images, or language

Display items with images or language about drugs, alcohol, tobacco, vaping, profanity, pornography, or illegal activities

Promote hate groups or target specific groups

Clothing or accessories that the school administration deems dangerous or unsafe. This includes spiked bracelets, clothing that poses a tripping hazard, etc.

Clothing or accessories that obstruct others' view within the classroom or impedes the learning of others.

Hats, caps, and hoods while indoors

The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstances deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and co-curricular activities. The appropriateness of clothing in question per this dress code will be left to the discretion of the administration and/or designee.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

This school site shall implement secure ingress (entry) and egress (exit) procedures to maintain campus safety, account for all individuals on school property, and provide rapid response capabilities in the event of an emergency or threat. These procedures are reviewed annually and revised as needed based on drills, safety audits, and collaboration with local law enforcement and emergency personnel.

1. Daily Campus Access Procedures

- All campus entrances and exits shall be clearly marked and monitored.
- Single Point of Entry: During school hours, access to the campus shall be limited to one monitored entrance, typically the main office or administration building.
- Visitor Check-In:

o All visitors must enter through the main entrance and sign in at the front office.

o Visitors will be required to present valid identification and wear a visitor badge at all times while on campus.

o Staff are trained to report any individual on campus without a visitor badge.

- Student Arrival and Departure:

o Designated drop-off and pick-up zones are supervised during arrival and dismissal times.

o Staff are stationed to monitor crosswalks, loading zones, and pedestrian traffic.

o Late arrivals and early dismissals must be processed through the front office and require verification by a parent/guardian or emergency contact.

2. Emergency Ingress and Egress Procedures

- Evacuation Routes:

o Each classroom and major area of campus has posted evacuation maps indicating primary and secondary egress routes.

o All evacuation routes are kept clear of obstructions and are accessible to individuals with disabilities.

o Drills are conducted regularly to ensure all students and staff can exit quickly and safely.

- Ingress During Emergency Response:
 - o In the event of a lockdown, shelter-in-place, or other emergency, all gates and doors will be secured to prevent unauthorized entry.
 - o Emergency personnel (e.g., law enforcement, fire department) will be granted access through a designated emergency access point, coordinated by the school's Incident Commander or designee.
- Controlled Reentry:
 - o After an evacuation or lockdown, reentry will be permitted only after the "all clear" is given by emergency services and the school's Incident Commander.
 - o A sweep of all rooms and restrooms will be conducted prior to reentry.
 - o Student reunification will follow the site's Student Release and Reunification Plan.

3. Special Event and After-Hours Procedures

- For school events open to the public (e.g., performances, sports games, parent nights):
 - o Clearly designated entrances and exits will be used and monitored by staff or security.
 - o Signage and barriers will direct traffic flow.
 - o Emergency exits will be clearly illuminated and unobstructed.
 - o Additional staff or security personnel may be assigned for crowd management.

4. Coordination with Emergency Responders

- Local emergency services are provided with:
 - o Up-to-date campus maps with marked ingress and egress points
 - o Emergency gate keys or codes, as appropriate
 - o Periodic opportunities to participate in drills or site walkthroughs

5. Review and Maintenance

- Ingress and egress procedures are reviewed:
 - o At the beginning of each school year
 - o After each emergency drill or real incident
 - o As part of the school's annual CSSP update
- Facilities staff and site administrators regularly inspect:
 - o Gates, doors, locks, and signage
 - o ADA accessibility of evacuation paths
 - o Emergency lighting and alarms along exit routes

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

Staff will participate in activities regarding student achievement and social development.

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
Align staff in AVID strategy implementation & PBIS continued implementation to improve students' achievement and connectedness to school.	Professional development/collaboration days will be offered to provide time for District and Site articulation and training in areas of AVID strategies targeting Costa's Levels of Thinking, social emotional learning, & PBIS specific tiered strategies.	Staff Development meeting time	1. Administration 2. Counselor 3. All Staff: Implementation	Staff input surveys and feedback surveys. Student CAASPP Data
Align staff in AVID strategy implementation while exploring how AI can support these strategies & PBIS continued implementation to improve students' achievement and connectedness to school.	Professional development days will focus on departments selecting specific AVID strategies utilizing Costa's Levels of Thinking and how to integrate critical thinking into lessons as well as ways to utilize AI to support students' higher order thinking skills.	Classroom space to run counseling groups	1. Administration 2. Counselor 3. All Staff: Implementation	Staff input surveys and feedback surveys. Student CAASPP Data
Increase students connectedness in school and overall wellbeing.	The school counselor will run meetings with individual students and conduct whole class presentations.	Funds for professional development opportunities	1. Administration 2. Counselor 3. All Staff: Implementation	Student Surveys & anecdotal feedback
Increase students connectedness in school and overall wellbeing.	Continue work with the Positive School Culture and Climate Committee meeting once per month to develop ongoing culture building events and activities for both students and staff. This year, the committee will continue its work with Clash of the Classes, a competition of positive behavior between 6th, 7th, and 8th grade. The work will continue to build the program targeting its use of PBIS Puma Pride tickets specific to targeted positive behaviors.	Funds for student rewards and recognition	1. Administration 2. Counselor 3. All Staff: Implementation	Student and Staff feedback surveys

Component:

Reduce the number of discipline issues

Element:**Opportunity for Improvement:**

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase student connectedness and feelings of safety at school	Pursue effective positive school climate programs and initiatives.	Training for staff by SRO or deputy on safety, training for staff by PBIS Team, PBIS Team work w/ PBIS evaluator, Staff meeting time dedicated to developing and expanding PBIS resources, professional growth workshops, teacher selected conferences throughout year.	1. Administration/School Counselor: All components 2. School Safety Committee: Policy development and training of staff 3. All Staff: Implementation 4. PBIS Team: Training Staff	PBIS evaluation system
Increase student connectedness and feelings of safety at school	Research Positive School Climate Professional Development opportunities for staff to attend. Professional development may focus on things such as positive student behavior and strategies for increasing positive behavior.	Attend professional development opportunities focusing on school connectedness, help fund field trips and student activities.	1. Administration/School Counselor: All components 2. School Safety Committee: Policy development and training of staff 3. All Staff: Implementation 4. PBIS Team: Training Staff	Student and staff survey feedback
Increase student connectedness and feelings of safety at school	Engage in active monitoring and remind staff throughout year of the steps and reasons behind active monitoring.	Weekly and monthly staff supervision schedules. Reminders via email and/or staff meeting of the purpose and need for active monitoring.	1. Administration 2. Teachers 3. Support staff: IAs/Yard Duties	Number of referrals both positive and corrective with evaluation of monitoring distribution (staff monitoring layout)
Increase student connectedness and feelings of safety at school	Strategic mentoring of students needing tier 2 and tier 3 behavior interventions.	Check in check out plans, scheduling regular mentoring and check in meetings between students and administration.	1. Learning Support Team	Reduction in suspensions & referrals for focus students.

Component:

Continue to strengthen the development and effectiveness of the Learning Support Team (LST) to assist with the growing needs of Tier 1, 2, & 3 supports and

collaboration with Summitview Counseling Services. Therefore, this is still an area of needed focus.

Element:

Opportunity for Improvement:

Increase in communication between Learning Support Team and teacher input and viewing of meeting minutes.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase student connectedness and feelings of safety at school while supporting all students and their various needs	Have a full time counselor and a psychologist sit as members of the Learning Support Team.	Funding	1. Administration/School Counselor: All components	Student referral tracking of grades and behaviors as well as student survey data.
Support all students and their various needs to help all students have both academic and social emotional success.	Bi-monthly meetings to discuss Tiered supports and programs for targeted students	Funding for student incentives.	1. Administration/School Counselor: All components	Student referral tracking of grades and behaviors
Support all students and their various needs to help all students have both academic and social emotional success.	Create effective intervention groups for both academics and social emotional needs of students using data to drive group formation & evaluate effectiveness of each group. Additionally, we have added additional sections of intervention for general education students	Funding for student incentives & teacher LST form.	1. Learning Support Team	Student referral tracking of grades and behaviors
Support all students and their various needs to help all students have both academic and social emotional success.	Incorporate Mental Health Clinician from SummitView into LST meetings & students referral support system with support from a clinician of drug and alcohol rehabilitation for private sessions with students from SummitView.	Funding for student incentives.	1. Administration/School Counselor: All components	Student referral tracking of grades and behaviors
Support all students and their various needs to help all students have both academic and social emotional success.	Send meeting notes to all teachers bi-monthly and reschedule all meetings to align with teacher collaboration days so they can better set aside time to read the notes and creation and implementation of new trackinga and note taking document.	Email generation & LST tracking meeting minutes sheet.	1. Administration/School Counselor: All components	Student referral tracking of grades and behaviors

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Pleasant Grove Middle School Student Conduct Code

Conduct Code Procedures

The Governing Board believes that all students have the right to be educated in a safe and positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using district transportation.

The Superintendent or designee shall ensure that each school develops standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption
3. Conduct that disrupts the orderly classroom or school environment
4. Willful defiance of staff's authority
5. Damage to or theft of property belonging to students, staff, or the district.
6. Obscene acts or use of profane, vulgar, or abusive language
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited substances
8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose with prior permission of the principal or designee (Penal Code 417.27)
9. Use of a smartphone or other mobile communication device in an unauthorized manner
10. Plagiarism or dishonesty on school work or tests
11. Wearing of any attire that violates district or school dress codes, including gang-related apparel
12. Tardiness or unexcused absence from school
13. Failure to remain on school premises in accordance with school rules
14. Other conduct prohibited by Education Code 48900-48915-48915

Employees are expected to enforce standards of conduct and when they observe or receive a report of a violation of these standards, to appropriately intervene, or seek assistance. As necessary, the employee shall refer the matter to a supervisor or the principal or designee.

When a school employee suspects that a search of a student or a student's belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with Board Policy and Administrative Regulation 5145.12 - Search and Seizure.

When a student uses any prohibited device, or uses a permitted device in an unauthorized manner, a district employee may confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or cocurricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during nonschool hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

(K) Hate Crime Reporting Procedures and Policies

The Governing Board is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents if they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. Such collaborative efforts shall focus on ensuring an efficient use of district and community resources, developing effective prevention strategies and response plans, providing assistance to students affected by hate-motivated behavior, and/or educating students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that includes the development of social-emotional learning, promotes their understanding of and respect for human rights, diversity, and acceptance in a multicultural society, and provides strategies to manage conflicts constructively.

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

The Superintendent or designee shall ensure that the rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident are provided to students and parents/guardians.

The Superintendent or designee shall provide staff with training on recognizing and preventing hate-motivated behavior and on effectively enforcing rules for appropriate student conduct.

Complaint Process

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly encouraged to report the incident to a teacher, the principal, or other staff member.

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the principal or the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, he/she shall also contact law enforcement.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Anonymous reporting for hate crimes or any other crimes can be reported through the school We-Tip reporting portal that can be found on the District or school website.

(J) Procedures to Prepare for Active Shooters

1. Prevention and Awareness

- Promote a safe school climate through:
- Positive Behavior Interventions and Supports (PBIS)
- School-wide anti-bullying efforts
- Mental health services and threat assessment procedures
- Encourage the use of anonymous reporting tools for students and staff to report threats or concerning behavior (e.g., see something, say something).
- Conduct behavioral threat assessments for students exhibiting concerning behaviors, in coordination with the district threat assessment team and law enforcement if necessary.

2. Staff and Student Training

- Provide annual training for all staff on:
- Recognizing warning signs of potential violence

- Emergency procedures and lockdown protocols
- Use of Run-Hide-Fight or SRP-based strategies
- Provide age-appropriate drills and education for students to ensure understanding without trauma or fear.
- Ensure training is trauma-informed and inclusive of students with disabilities, English learners, and other vulnerable populations.

3. Coordination with First Responders

- Maintain up-to-date campus maps, master keys, and emergency contact lists in the school's emergency kits.
- Work with local law enforcement and fire departments to:
- Develop and review tactical response plans
- Conduct joint drills or tabletop exercises
- Establish unified command procedures under ICS (Incident Command System)

Procedures for Preventing Acts of Bullying and Cyber-bullying

The school provides resources for parents, administrators, and students on how bullying can be prevented and addressed. Resources include publications, sample policies, and frequently asked questions.

Bullying is a form of violence. It can be physical, verbal, psychological, or sexual. Here are some examples of bullying:

- Physical: hitting, kicking, spitting, pushing
- Verbal: teasing, threatening, name-calling
- Psychological: excluding someone, spreading rumors, intimidating
- Sexual: touching, assault, exhibitionism, and many of the actions listed above

Bullying may also occur through the Internet or other forms of technology. This is known as cyberbullying. It is sending or posting hurtful material.

Bullying is common, but it should not be viewed as a normal part of growing up. It is more damaging to children than previously thought. Bullying has a negative effect on a student's ability to learn.

Schools are responsible for creating safe environments for all students. They must work to prevent bullying, and they must respond to it when it happens.

The California Department of Education offers information and resources for parents, administrators, and students about bullying. A Community Responsibility

Bullying is such a long-established behavior in our society and schools that it has often been ignored as "a normal part of growing up." However, research has shown that there are severe long-term consequences for both the targets and the bullies. Further, severe reactions to bullying have been cited as one of the causes of the extremely violent incidents on school campuses that have received so much media attention in recent years.

Fortunately, well-documented research has been done which provides techniques for preventing bullying, responding to incidents of bullying, and dealing with its long term consequences. The key elements of a bullying prevention program are:

- Raising awareness of bullying through actions such as surveys of prevalence and role-playing events at assemblies.
- Formation of a bullying prevention committee which represents the entire school community and which is responsible for choosing and implementing a prevention program.
- Defining bullying and making it clear to all staff and students that it is unacceptable.
- Adapt and implement bullying prevention policies.
- Training all members of the school community in the appropriate responses to observed incidents of bullying.
- Providing counseling for persistent bullies, targets, and their parents/guardians.
- Regular review of effectiveness of the anti-bullying program.

There are a number of resources available which contain detailed information about comprehensive bullying prevention programs. These research-based programs describe the elements above, and also contain:

- Broadly conceived definitions of bullying, including behaviors such as social ostracism in addition to the traditionally-considered physical dominance behaviors.
- Bullying prevalence questionnaires.

- Appropriate interventions for bullying situations, and for chronic bullies and targets.

Opioid Prevention and Life-Saving Response Procedures

In response to the growing opioid crisis and the presence of synthetic opioids such as fentanyl in the community, this school recognizes the urgent need to prepare staff and students with the tools and knowledge to prevent overdose deaths. The school shall maintain naloxone (Narcan) on campus and ensure trained staff are available to administer it in case of a suspected opioid overdose. Prevention education will also be implemented as part of the health curriculum and student wellness efforts.

1. Prevention and Education

- Age-appropriate opioid prevention education shall be incorporated into middle school health instruction, in alignment with the California Health Education Framework.
- Instruction may include:
 - o Risks of prescription and synthetic opioids (e.g., fentanyl)
 - o Dangers of counterfeit pills
 - o The importance of seeking help for substance use
 - o Information on how to respond to an overdose
 - The school may partner with community-based organizations, county health departments, or school resource officers (SROs) to support prevention programming and distribute educational materials.

2. Naloxone (Narcan) Availability

- The school shall maintain readily accessible naloxone kits on campus, located in:
 - o The health office or nurse's station
 - o AED (Automated External Defibrillator) boxes (if applicable)
 - o Other high-traffic or high-risk areas as designated by administration
 - The district will ensure that:
- o Naloxone is stored properly per manufacturer guidelines
- o Expired doses are safely discarded and replaced
- o Inventory is tracked annually

3. Staff Training and Responsibilities

- Designated school personnel (e.g., nurses, administrators, security staff, select teachers) shall receive annual training in:
 - o Recognizing signs of opioid overdose (e.g., unresponsiveness, slow or no breathing, blue lips or fingernails, gurgling sounds)
 - o Proper storage, handling, and administration of naloxone
 - o Basic first aid and CPR procedures
 - o 911 activation and emergency reporting
 - Training is provided in accordance with Education Code §49414.3 and includes hands-on or video-based instruction.

4. Emergency Response Procedures

If a Suspected Opioid Overdose Occurs:

1. Call 911 immediately
2. Administer naloxone (Narcan) as trained
 - o Follow dosage instructions (usually 1 spray into one nostril)
 - o If no improvement in 2–3 minutes, a second dose may be given
3. Begin CPR if the individual is not breathing or does not have a pulse
4. Stay with the person until emergency responders arrive
5. Notify the school administrator or designee immediately

After the Incident:

- Document the incident and naloxone usage as required by district policy
- Notify the parent/guardian if the individual is a student
- Offer referral to counseling or substance use resources

5. Coordination with Local Health and Emergency Services

- The school will coordinate with:

- o Local public health departments for naloxone acquisition, education, and training resources
- o Law enforcement and emergency medical services (EMS) for appropriate response protocols
 - Schools may participate in opioid response networks or county overdose prevention coalitions

6. Confidentiality and Student Support

- Students involved in an opioid-related emergency or requesting help will be treated with compassion and confidentiality, and shall not face punitive discipline solely for a medical emergency.
- The school will offer connections to:
 - o Substance use counseling
 - o Mental health resources
 - o Community treatment programs

7. Legal Protection and Good Samaritan Laws

- Under California's Good Samaritan laws (Health & Safety Code §1799.102), individuals who administer naloxone in good faith during a suspected overdose are protected from legal liability.
- Students and staff are also protected when seeking emergency medical help during an overdose, even if illegal substances are involved, under AB 472 – The 911 Good Samaritan Law.

Response Procedures for Dangerous, Violent, or Unlawful Activities

All school staff must report and respond to incidents involving threats to school safety, including but not limited to acts of violence, possession of weapons, criminal behavior, gang activity, and illegal substance use. School staff will follow these procedures in collaboration with law enforcement, site administrators, and district safety teams, consistent with legal obligations and student rights.

1. Types of Dangerous or Unlawful Activities Addressed

- Physical altercations or assaults
- Threats of violence, including written or verbal threats
- Weapons possession or use
- Drug or alcohol possession or distribution
- Vandalism or destruction of school property
- Gang-related activity or intimidation
- Hate crimes or bias-motivated threats
- Sexual harassment or misconduct
- Trespassing or unauthorized individuals on campus

2. Immediate Staff Response

- Ensure safety first: Call 911 if there is an immediate threat to life or serious injury.
- Notify the principal or site administrator immediately.
- Do not attempt to physically intervene in violent altercations unless trained and it is necessary to prevent harm.
- Use the school's emergency communication system (e.g., PA system, radio, phone) to alert others if appropriate.

3. Incident Containment and Student Protection

- Move bystanders and uninvolved students to a safe area.
- If needed, initiate:
 - o Lockdown (for armed or violent intruder situations)
 - o Shelter-in-Place (for threats in the surrounding community)
 - o Evacuation (for bomb threats, fires, or hazardous materials)
 - Supervise all students under staff care until the all-clear is given.

4. Notification and Coordination

- Contact appropriate agencies:

- o Law enforcement for criminal or violent activity
- o District office safety coordinator or student services
- o Child Protective Services (CPS) if child abuse is suspected
 - Secure and preserve evidence (e.g., written threats, surveillance footage, contraband) without handling more than necessary.
 - Complete an incident report within 24 hours of the event.

5. Investigation and Disciplinary Response

- The site administrator will initiate an investigation per district policy.
 - Disciplinary action will be taken in accordance with:
- o California Education Code §48900–48915
 - o District disciplinary guidelines
 - o Due process rights of students
 - Law enforcement will handle any criminal charges or citations independently of school discipline.

6. Communication to Families and Community

- Parents/guardians of involved students will be notified as soon as appropriate.
- Broader communication to the school community will be coordinated by the district’s Public Information Officer (PIO) to ensure accurate, lawful, and trauma-sensitive messaging.

7. Support Services

- Provide access to:
- o School counselors or psychologists
 - o Crisis response or mental health teams
 - o Restorative justice or conflict resolution programs (as applicable)
 - Offer debriefing and support for affected students, staff, and families.

8. Documentation and Review

- Maintain confidential records of:
- o The incident
 - o Actions taken
 - o Law enforcement involvement
 - o Parent/guardian notifications
 - Each incident will be reviewed by the school safety committee to assess response effectiveness and update procedures if needed.

9. Prevention and Training

- Staff shall receive annual training in:
- o De-escalation techniques
 - o Threat recognition and reporting
 - o Safe response to violent behavior
 - o Student rights and legal mandates
 - Schools shall implement:
 - o School-wide behavior expectations (e.g., PBIS)
 - o Anonymous reporting systems
 - o Early intervention protocols for students exhibiting concerning behavior

Instructional Continuity Plan

Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on June 4, 2025 and adopted by Pleasant Grove Middle School on June 10, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282. This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Pleasant Grove Middle School will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

If in person communication and meetings are not viable, mass communication via email or phone message, Google Classroom, or Jupiter Ed will be utilized after an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media
- Flyers

These communication strategies not only support emergency response efforts, but also strengthen ongoing collaboration between home and school. By prioritizing two-way communication, the Rescue Union School District ensures that families are informed, supported, and engaged—helping to foster student stability, emotional well-being, and continuity of learning throughout any disruption.

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

Pleasant Grove Middle School recognizes that unforeseen events—such as power outages, natural disasters, or damage to school or district infrastructure—can significantly impact our ability to maintain consistent two-way communication with students and families. As part of our Learning Continuity Plan, we have developed contingency strategies to ensure that communication remains as accessible and responsive as possible during these challenging times.

When digital communication methods such as email, SMS, and the district website may be temporarily unavailable due to technical disruptions, our staff will activate alternative approaches and prioritize methods that do not rely on internet access or electricity.

These include:

Utilizing Mobile Networks for SMS and Phone Calls: In areas where mobile service remains intact, the district will continue to use text messages and phone calls as the primary means of communication with families.

Posting Information at Central Locations: Physical flyers and notices may be posted at key community locations such as school entrances, district offices, and local gathering places when safe to do so.

Radio or Local News Alerts: If applicable and feasible, important messages may be relayed through local radio stations or community news outlets to reach a broader audience.

Coordination with Emergency Services: The district may also work with local emergency management agencies to disseminate critical information and updates to families through established public communication channels.

Home Visits in Extreme Cases: In the event of prolonged outages and when other methods are inaccessible, site administrators or designated staff may conduct wellness checks or deliver printed information directly to homes, conditions permitting and with safety as the top priority.

Through these contingency measures, Rescue Union School District strives to maintain clear and compassionate communication—even under the most difficult circumstances. These efforts reflect our unwavering commitment to student safety, continuity of instruction, and maintaining strong family-school partnerships, no matter the situation.

Support for Special Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

Pleasant Grove Middle School is deeply committed to nurturing the whole child by providing comprehensive support systems that address not only academic success, but also the social-emotional and mental health needs of every student. We understand that in order for students to thrive in their learning environments—whether in person or during periods of instructional disruption—they must feel safe, supported, and connected.

To ensure our students receive the care and guidance they need, we have a well-established network of professionals across all school sites, including:

School Counselors who deliver classroom lessons, individual support, and small group counseling to promote emotional regulation, social skills, conflict resolution, and healthy decision-making.

School Behaviorists who provide targeted behavioral interventions and collaborate with staff to implement positive behavior supports and response strategies.

School Psychologists who assess and support students' learning needs, provide mental health counseling to those with services in this area, and contribute to individualized education plans and crisis intervention efforts.

School Nurses who offer health screenings, manage chronic conditions, respond to student health concerns, and serve as critical links in coordinating care and referrals to outside providers.

Special Education Teams including teachers, instructional aides, speech and language pathologists, occupational therapists, and other specialists who work collaboratively to provide individualized services and ensure access to curriculum for students with disabilities.

In addition to individual supports, the district utilizes evidence-based programs and initiatives to create safe and inclusive school climates. These include social-emotional learning (SEL) curricula, character education, and wellness initiatives designed to build resilience, empathy, and a positive sense of self in all students.

During times of crisis or remote learning, our staff remains in close contact with families and students to ensure continuity of services. Tele-counseling, virtual IEP meetings, home check-ins, and digital learning support are all strategies used to maintain strong, student-centered connections, regardless of setting.

Through these efforts, Rescue Union School District ensures that every child—no matter their circumstances—has access to a caring,

capable team of professionals dedicated to their well-being and success.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction.

As required, Pleasant Grove Middle School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements.

As required, Pleasant Grove Middle School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Remote Instruction

Plans for remote instruction.

As required, Pleasant Grove Middle School remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

Plans for remote learning will include:

- * Daily interaction with teachers for all students,
- * Synchronous and asynchronous learning activities,
- * Standards-aligned instruction delivered through digital platforms, and
- * Regular progress monitoring and feedback to students and families.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

To ensure students can fully engage in learning, Rescue Union School District will provide both digital and non-digital instructional materials based on student needs. These materials may be distributed through:

- * On-site pickup or drive-through distribution events,
- * Delivery to homes when transportation is a barrier,
- * Downloadable resources through the district or school websites, and
- * Printed packets for families without reliable internet access.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Students will access lessons and submit assignments using familiar digital platforms:

- * Google Classroom will serve as the primary platform for all grade levels to access instructional content, submit assignments, and communicate with teachers.
- * Jupiter Ed will also be utilized at the middle school level for assignment tracking, communication, and grading.
- * Teachers and staff will provide training and ongoing support to students and families on how to navigate these platforms.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Pleasant Grove Middle School provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning: In the event that a school closure extends beyond the district's capacity to resume instruction, students may be temporarily reassigned to neighboring local education agencies (LEAs). This will be done in collaboration with the El Dorado County Office of Education and surrounding districts. Procedures for temporary reassignment will include:

- * Parent and guardian notification and consent,
- * Coordination of transportation and services,
- * Continuity of academic records and supports (including IEPs and 504 Plans), and
- * Transition back to the home school once conditions allow.

These plans reflect our district's strong commitment to maintaining educational continuity, minimizing learning loss, and supporting students and families during times of uncertainty.

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Timely and transparent communication is essential during any instructional transition. To keep students, families, staff, and faculty informed:

Communication Methods: The district will use a combination of SMS (text messages), phone calls, email, Google Classroom announcements, district and school websites, social media platforms, and printed flyers when needed.

Timelines and Frequency: Major updates will be communicated within 24–48 hours of any change in instructional delivery. Ongoing updates, resources, and instructions will be provided at least weekly, with immediate alerts issued for urgent matters.

Audience-Specific Outreach: Separate communication streams will be maintained for families, students, staff, and faculty to ensure that all stakeholders receive relevant and targeted information.

Tehnological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

To support a rapid pivot from in-person to remote learning, the district has invested in tools, training, and infrastructure that prepare both students and educators for success in a digital environment.

Device Access: All students in grades 1–8 are assigned Chromebooks, while students in Transitional Kindergarten and Kindergarten have access to iPads. Devices are distributed at the start of the year and as needed during emergencies.

Internet Connectivity: The district provides support for families who lack internet access, including Wi-Fi hotspots or coordination with internet service providers for low-cost options.

Online Platforms: Students and teachers utilize Google Classroom for accessing assignments, instructional content, and class communication. Jupiter Ed is also used in middle schools for assignment tracking and communication.

Educator Readiness: Teachers receive regular professional development on digital tools, remote instructional strategies, and the implementation of Independent Study in alignment with California Education Code sections 51747 and 51749.5.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

During a shift to remote instruction, the district ensures continuity of learning by prioritizing essential academic standards and maintaining rigorous expectations.

Essential Learning Prioritization: Grade-level and subject-area teams identify standards-aligned learning objectives that are most critical for student success and progression.

Monitoring Progress: Teachers use formative and summative assessments, assignment completion rates, and direct student feedback to monitor progress and adjust instruction accordingly.

Support Services: To support ongoing learning, the district offers:

- * Virtual office hours and drop-in help sessions,
- * Scheduled check-ins for students needing additional guidance,
- * Small group or one-on-one tutoring, and
- * Continued access to intervention programs and academic specialists.

Through these coordinated efforts, Rescue Union School District ensures that all students remain connected, supported, and engaged in their learning, regardless of the instructional format. Our instructional continuity planning reflects the district's deep commitment to equity, academic excellence, and the well-being of our students.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

In the event of an emergency or disaster that prevents in-person instruction, Pleasant Grove Middle School is committed to ensuring that all students, including students with disabilities, continue to have equal access to instructional resources and support. All students will transition to a robust distance learning model using district-provided Chromebooks for all students in grades 1–5 and iPads for all students in Transitional Kindergarten and Kindergarten. Online platforms such as Google Classroom, Benchmark Advance, Go Math, Twig Science, IXL, Reflex Math, and Accelerated Reader will be utilized to deliver standards-based instruction, maintain academic continuity, and differentiate support based on students' needs.

Students with disabilities will continue to receive services outlined in their Individualized Education Programs (IEPs) through virtual platforms. Special education teachers, aides, related service providers, and general education teachers will collaborate regularly via online meetings to ensure that accommodations, modifications, and direct services are maintained. IEP meetings will be held virtually to ensure ongoing compliance with IDEA requirements, and services such as speech therapy, counseling, and occupational therapy will be provided remotely when feasible.

English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

English learners (ELs) will continue to receive designated and integrated English Language Development (ELD) instruction through online small groups and individual sessions with credentialed teachers. Instruction will remain aligned to the California English Learner Roadmap Policy, ensuring students have full access to grade-level academic content, scaffolded supports to develop English proficiency, and culturally and linguistically sustaining practices. Regular monitoring of language acquisition progress will occur through formative assessments and ELPAC testing, with ongoing communication with families in their preferred languages. Through these comprehensive strategies, Pleasant Grove Middle School will ensure that all students continue to learn, grow, and stay connected during emergency or disaster closures, with special attention to our most vulnerable populations.

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

The district will offer ongoing professional development focused on essential areas such as:

- * Effective Remote Instructional Strategies: Training sessions on how to engage students in a virtual environment, including best practices for synchronous and asynchronous learning.
- * Technology Tools and Platforms: Workshops and tutorials on the effective use of Google Classroom, Jupiter Ed (for middle schools), Zoom or Googlemeets, and other digital tools used for instruction, communication, and assessment.
- * Independent Study Requirements: Guidance on meeting California Education Code sections 51747 and 51749.5, including how to implement attendance documentation, daily engagement, and student participation requirements.
- * Assessment in a Remote Environment: Strategies for administering formative and summative assessments virtually, monitoring student progress, and providing feedback to support learning.
- * Social-Emotional Learning (SEL) and Student Engagement: Training on integrating SEL practices into remote instruction to maintain student connection, well-being, and motivation.

Professional development will be offered in multiple formats—including live virtual workshops, on-demand recorded sessions, and hands-on coaching—to meet the varied needs of our educators.

Resources for Staff

To support ongoing learning and immediate application of skills, the district will provide:

- * A digital resource library with tutorials, templates, and instructional guides,
- * Access to help desks and tech support teams during instructional hours,
- * Sample lesson plans and digital curriculum resources aligned to state standards, and
- * Collaboration opportunities through professional learning communities (PLCs) to share best practices and innovative solutions.

Through these comprehensive professional learning systems and supports, Rescue Union School District ensures that teachers and staff are well-equipped to maintain instructional excellence and student engagement, even during the challenges presented by an emergency or shift to remote learning.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

In the event of an emergency or natural disaster, Rescue Union School District is committed to maintaining the physical and mental health support systems that are essential to student and family well-being. The district has developed comprehensive plans to ensure ongoing access to critical health services, educational supports, and basic needs assistance—both during in-person instruction and adapted for remote or hybrid learning environments.

Access to Physical and Mental Health Professionals

The district will continue to provide access to a full range of health professionals, including:

- * School Nurses who support the physical health needs of students, provide medication management, health screenings, and respond to medical emergencies.
- * School Counselors, Behaviorists, and Psychologists who offer mental health counseling, crisis intervention, social-emotional support, and behavioral consultation.
- * Multilingual Staff and Services: To ensure equitable access, the district will make available staff and interpreters who can provide mental health and health services in languages other than English, supporting the needs of our diverse student population.

Virtual telehealth services, phone consultations, and translated communications will be available when face-to-face services are not possible.

Plans to provide access back-up, water and medicines in the event of an emergency.

In preparation for emergencies, each school site maintains backup water supplies, non-perishable food, and essential medicines (in accordance with student health plans). Emergency supply inventories are regularly updated and reviewed, and school nurses coordinate medication needs to ensure continuity of care during extended disruptions.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Pleasant Grove Middle School's plan ensures that other critical student support services continue, even during transitions to remote or hybrid learning:

- * Special Education Services: Students with Individualized Education Programs (IEPs) and Section 504 Plans will continue to receive services, supports, and accommodations through virtual meetings, teletherapy sessions, home visits (if necessary and safe), and online specialized instruction as outlined in their IEPs.
- * Counseling and Wellness Services: Regular check-ins, virtual counseling sessions, small group social-emotional lessons, and crisis response services will be maintained.
- * Expanded Learning (After-School Programs): If in-person after-school programs are disrupted, the district will offer virtual after-school engagement opportunities, including academic tutoring, enrichment activities, and social clubs.
- * Nutrition Services: Kitchens and food services will remain operational to the extent possible, with adaptations including grab-and-go meal distribution, meal delivery options, or other approved community meal programs for students during periods of remote learning or extended school closures.

Through these coordinated efforts, Pleasant Grove Middle School ensures that every student continues to have access to the essential services they need to thrive—academically, physically, and emotionally—no matter the circumstances.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents in the development and implementation of this ICP.

Pleasant Grove Middle School strongly believes that the success of the Instructional Continuity Plan relies on collaboration with all members of our school community. The development and implementation of this plan reflect the input and shared expertise of administrators, faculty, information technology staff, students, and parents, ensuring a plan that is both comprehensive and responsive to the needs of all stakeholders.

To gather meaningful feedback during the development of this plan, the district utilized several established engagement tools:

- * Culture and Climate Survey: Students across the district participated in the annual Culture and Climate Survey, providing valuable feedback on their experiences related to school safety, belonging, engagement, and emotional well-being. Their input helped shape priorities for maintaining connection and support during times of disruption.
- * LCAP Survey: Families were invited to share their perspectives through the district's Local Control and Accountability Plan (LCAP) Survey. Responses highlighted family priorities around communication, academic support, access to technology, and social-emotional learning, all of which are reflected in the plan's strategies.

* Department Services and Employee Services Surveys: Faculty and staff provided critical feedback through the Department Services and Employee Services Surveys, sharing insights into the operational needs, professional development priorities, and resources necessary to maintain instructional quality and student support during emergencies.

In addition to these surveys, School Site Councils—which include administrators, teachers, parents, and community members—were given opportunities to review, discuss, and provide input on the draft Instructional Continuity Plan. This collaborative process ensures that the voices of our school communities are not only heard but integrated into the decision-making and action steps outlined in the plan.

By incorporating this broad base of feedback, Rescue Union School District's Instructional Continuity Plan is firmly rooted in the shared commitment to providing safe, supportive, and effective learning environments for every student, even in the face of unexpected challenges.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

Pleasant Grove Middle School is committed to ensuring that any return to in-person learning following a disruption due to an emergency or disaster is safe, organized, and supportive for students, staff, and families. Our decision-making will be guided by a focus on health, safety, and the well-being of our entire school community.

The following conditions must be met before reopening school sites for in-person instruction:

- * Facility Safety Inspections: School facilities must undergo thorough inspections to ensure that buildings, grounds, and essential systems (e.g., electrical, HVAC, water) are safe, operational, and compliant with local, state, and federal safety standards.
- * Clearance by Local Authorities: The district will coordinate closely with local health departments, fire marshals, and emergency management agencies to receive clearance that it is safe to reopen.
- * Availability of Essential Utilities and Supplies: Schools must have stable access to clean water, electricity, internet connectivity, and emergency supplies, including food and medical resources, to meet student and staff needs.
- * Restoration of Transportation Services: Student transportation must be available and safe to resume normal or adjusted operations to ensure access for all students.
- * Staff Readiness and Safety Measures: Adequate staffing must be in place, including access to health and support personnel. Any required health and safety measures, such as personal protective equipment (PPE), cleaning protocols, or health screenings, must also be ready for implementation if conditions warrant.
- * Communication to Families and Staff: Families, students, and employees will receive clear and timely communication outlining reopening plans, updated safety protocols, expectations for attendance, and supports available during the transition.
- * Mental Health and Academic Reentry Supports: Plans will be in place to support the emotional and academic transition back to campus, including counseling services, trauma-informed practices, and academic assessments to determine individual student needs.

In the event that full reopening is not immediately possible, the district may implement a phased reopening plan or temporary hybrid model to prioritize the return of certain groups of students first, such as those with specialized needs, early learners, or students requiring intensive support.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Pleasant Grove Middle School's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Pleasant Grove Middle School's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

- * School Site Councils and Advisory Committees,
- * Survey data from students (Culture and Climate Survey), families (LCAP Survey), and staff (Department and Employee Services Surveys), and
- * Input from school administrators and district leadership teams.

Procedures for Immigration Enforcement Notification

Confirmation Protocol

Detail the specific process and designated staff member (e.g., principal, superintendent) responsible for confirming the presence of immigration enforcement on the schoolsite, which triggers the notification requirement.

Site Administrative staff will confirm the presence of immigration enforcement on the school site to the Superintendent and/or Assistant Superintendent. This notification will trigger the notification requirement.

Required Notification Recipients

The procedures must ensure notification is issued to the following groups:

- Parents and guardians of pupils
- Teachers
- Administrators
- School personnel

Once notification regarding immigration enforcement on a school site is prepared, all stakeholders shall be notified, including parents and guardians, all school site staff (certificated and classified), and administrators.

Notification Timing

Specify the timeline for issuing notification following confirmation, ensuring it aligns with safety goals and minimizes panic.

The site administrator will complete an Immigration Notification Incident Report noting date, time, officer names, documents presented, and actions taken and will submit to the District Office within 24 hours. The notification will be issued to all stakeholders as soon as possible of any immigration enforcement request or contact involving their student, unless prohibited by law.

Safety and Well-being Standard

The content and timing of the notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite.

The safety of students will take precedence over communication. Once safety and an orderly environment have been secured, detailed communication will be sent to all stakeholders that has been approved by the Superintendent or designee.

Privacy Constraint

The notification shall not include any personally identifiable information.

The District shall not release student records or personal information without legal verification and approval by the District Superintendent or Assistant Superintendent, per FERPA and Ed Code §49076.

Notification Methods

Specify the secure methods used for two-way communication to reach the required recipients, such as mass communication systems, email, or school portals, and detail how these methods are maintained.

Communication may be done through Catapult emails, text messages, or phone calls. Additionally, Google Classroom and/or Jupiter Ed may be used at the middle school level.

Resource Provision (Optional but Encouraged)

The notification may include a hyperlink to additional resources for families regarding:

- Educational rights
- State laws that protect parents' and students' privacy and confidentiality
- Counseling or support services (including services that support families impacted by immigration enforcement and model policies adopted by the LEA).

Communication will be limited to information regarding the ICE visit.

Annual Evaluation

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

Public Availability

An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

The School Site Safety plan is available by request only.

State Guidance

Compliance with this plan should align with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website

Safety Plan Review, Evaluation and Amendment Procedures

The Pleasant Grove Middle School comprehensive safety plan will be reviewed, evaluated and amended (if necessary) in January each year.

Pursuant to Education Code Section 35294.6(a), the Rescue Union School District adopts this comprehensive school safety plan at a regular meeting of the Board of Trustees. An opportunity for public comment will be provided during this meeting, prior to the plan's adoption.

Safety Plan Appendices

Emergency Contact Numbers

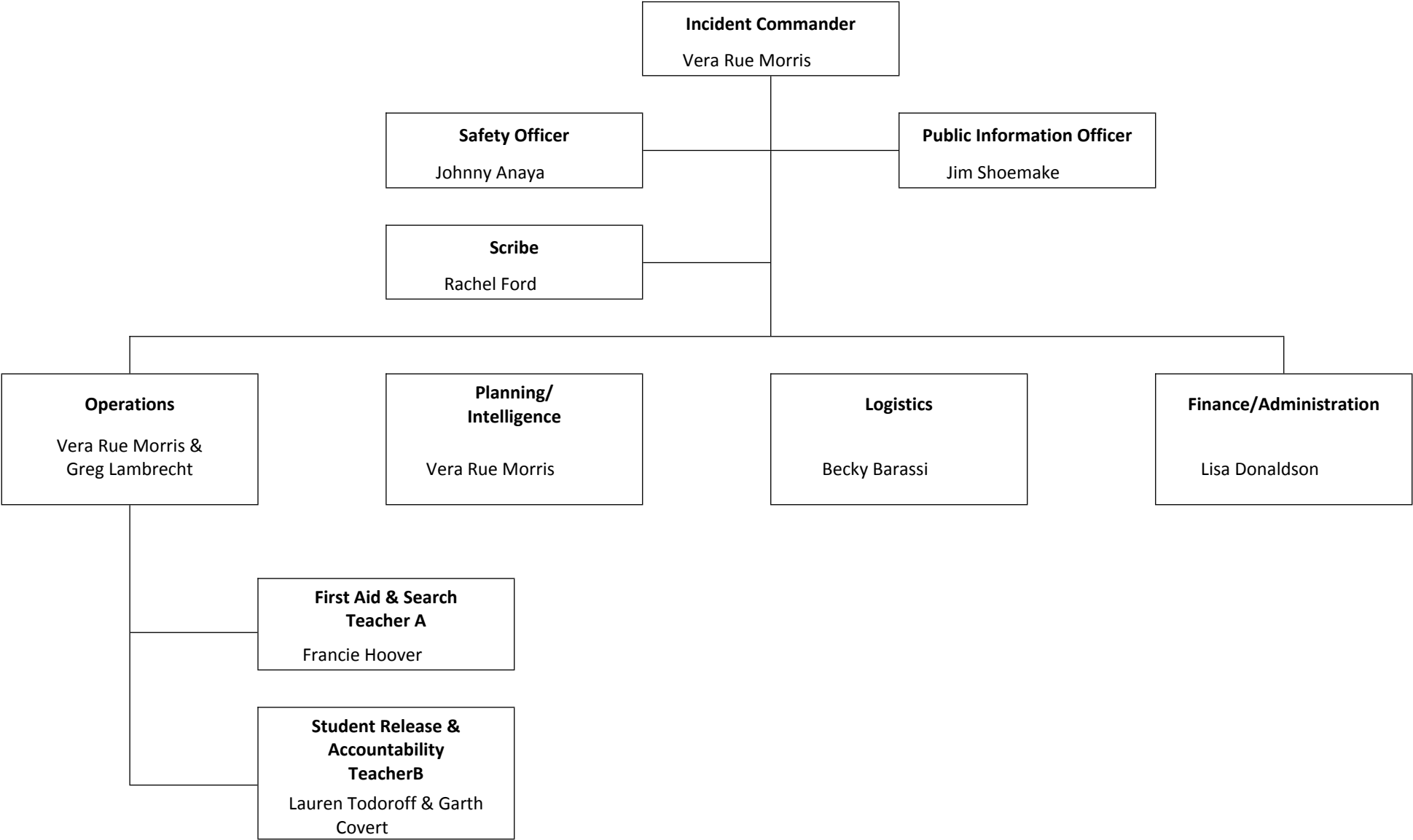
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Rescue Fire Department	530-626-4911	
Law Enforcement/Fire/Paramedic	El Dorado Hills Fire Department	916-933-6623	
Law Enforcement/Fire/Paramedic	Sheriff's Office	530-621-6600	
School District	RUSD District Office	530-677-4461	
School District	RUSD Transportation	530-672-4310	
School District	RUSD Food Service	530-672-4466	
School District	RUSD Facilities/Maintenance	530-672-4300	
School District	RUSD Technology	530-672-4841	
School District	RUSD Special Services	530-672-4830	
Local Hospitals	Marshall Medical Center	530-622-1441	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Initial Site Safety Team meeting in September of each year.	September 11th, 2025	
School Site Council review towards the end of Trimester 1 and beginning of trimester 2 (depending each year when SSC meetings convine)	October 16th, 2025	

Pleasant Grove Middle School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

The first response to an emergency is to determine the type of emergency that has occurred. Procedures for several different types of emergencies are listed in the following section.

Step Two: Identify the Level of Emergency

The second step in responding to an emergency is to determine the level of emergency. To assist schools in classifying emergency situations there is a three tiered rating below:

- Level 1 Emergency: A minor emergency that is handled by school personnel without the assistance from outside agencies, e.g., a temporary power outage, a minor injury during PE.
- Level 2 Emergency: A moderate emergency that requires assistance from outside agencies, such as a fire or an injury which requires an ambulance.
- Level 3 Emergency: A major emergency event that requires assistance from outside agencies such as a major earthquake, a civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

Step Three: Determine the Immediate Response Action

Once the type and extent of an emergency have been identified, school personnel can determine if an immediate response action is required. The most common immediate response actions initiated during school emergencies are:

- Duck and Cover: Students and staff protect themselves by crouching under a table, desk, or chair until the danger passes.
- Shelter in Place: Students and staff are kept indoors in order to isolate them from the outdoor environment.
- Lock Down: Students and staff are kept in a designated locked area with blinds closed and lights off and sitting quietly until danger has passed, such as an intruder being on campus.
- Evacuate Building: Students and staff are escorted outside to an assembly area if it has been determined that it is too dangerous to remain indoors. Assist individuals who are unable to evacuate on their own to the best of your ability.
- Evacuate Campus: Students and staff are escorted to an off-site assembly area if it has been determined that it is too dangerous to remain on campus. Assist individuals who are unable to evacuate on their own to the best of your ability.
- All Clear: Notification is given that normal school operations should resume.

Step Four: Communicate the Appropriate Response Action

Once the type of immediate response action is determined, the incident commander must immediately inform the site's staff which response action to take. The most important method of communication depends on the response action selected. When announcing what response to take, avoid codes, jargon, or any other potentially confusing vocabulary. Be calm, direct, and clear in your announcements.

- Duck and Cover: Immediately use the site's school-wide communication system to instruct students and staff to protect themselves by moving into a "duck and cover" position by crouching under a table, desk, or chair until the danger passes.

Time is the most urgent matter with this response action as the emergency may take place before the announcement can be made. However, do not assume that all members of the site are already in a "duck and cover" position. Make the announcement even if the immediate crisis has passed.

- **Shelter in Place:** Immediately use the site's school-wide communication system to instruct students and staff that they are to stay indoors until further notice, even if the heating and air conditioning system is disabled.
- **Lock Down:** Immediately use the site's school-wide communication system to instruct staff to lock all exterior doors, to close any open windows along with blinds, and to keep students as far away as possible from any windows until further notice.
- **Evacuate Building:** Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the sites outside assembly area. Assist individuals who are unable to evacuate on their own to the best of your ability.
- **Evacuate Campus:** Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the sites outside assembly area. From there, notify staff and students using a bullhorn that it has been determined that it is too dangerous to remain on campus. Provide instructions on how staff and students will be relocated. Assist individuals who are unable to evacuate on their own to the best of your ability.

Types of Emergencies & Specific Procedures

Aircraft Crash

If an aircraft crashes ON CAMPUS:

- * Sound the fire alarm (if there is no explosion or ongoing danger that would make evacuation hazardous).
- * Call 911 immediately, reporting:
 - * The location and nature of the crash
 - * Any observed injuries or fire
 - * The presence of fuel leaks, smoke, or hazardous materials
- * Evacuate the area quickly and calmly using established evacuation routes, avoiding the crash site.
- * Teachers take emergency backpacks and student rosters.
- * Admin or designee initiates the Incident Command System (ICS) and assumes the role of Incident Commander until relieved by emergency personnel.
- * School staff secures perimeter and prevents re-entry to the crash site.
- * First aid is administered to the injured until professional help arrives.

If an aircraft crashes NEAR CAMPUS:

- * Assess proximity to school and determine risk of fire, explosion, or hazardous materials.
- * Move students and staff indoors if the crash is near but poses no immediate threat.
- * Close windows and doors. Shut down HVAC system if there is smoke or chemical odor.
- * Prepare for potential evacuation if instructed by emergency services.
- * Maintain communication with district officials and local emergency responders.

2. Shelter-in-Place (if needed)

If there is a danger from airborne toxins or fire:

- * Announce: "Shelter-in-Place. This is not a drill. Please proceed indoors and seal all windows and doors."

Turn off air-handling systems.

- * Keep students calm and inside until all-clear is given.

Animal Disturbance

1. Identification of Threat

- * Any staff member or student who observes an animal that poses a threat should immediately notify the main office.
- * Do not approach or attempt to capture the animal.
- * Take note of the animal's type, location, behavior, and direction of movement.

2. Immediate Actions by School Staff

If the animal is ON CAMPUS and poses a danger:

- * Announce a "Shelter-in-Place" over the intercom:
"Shelter-in-Place. There is an animal on campus. Please remain indoors and secure all doors and windows. This is not a drill."
- * Close and lock all doors and windows; bring students inside from playgrounds, fields, and lunch areas.
- * Keep students away from windows and glass doors.
- * Alert district office and animal control (or local law enforcement if necessary).
- * Designate a staff member to monitor the animal from a safe distance and report its movement.

If the animal is OFF CAMPUS but nearby:

- * Limit outdoor activity until the situation is resolved.
- * Maintain supervision and prevent students from approaching or interacting with the animal.
- * Keep communication open with local authorities regarding the animal's location and behavior.

3. Communication

- * Use internal radios or the intercom system to coordinate staff communication.
- * Notify parents/guardians if the incident significantly disrupts the school day or poses risk.

- * Use discretion when notifying students to avoid unnecessary panic.

4. Resolution

- * Wait for animal control officers to capture or remove the animal.
- * Do not resume outdoor activities until the all-clear is given by administration.
- * If injuries occur, follow first aid and emergency medical response protocols.

Armed Assault on Campus

1. Identification of Threat

- * Any student or staff member who sees or suspects an armed individual must immediately notify the office or call 911 if safe to do so.
- * Provide as much information as possible:
 - * Description of the individual(s) and weapon(s)
 - * Location and direction of movement
 - * Any injuries observed

2. Immediate Actions

If an Armed Individual is ON Campus:

- * Initiate Lockdown immediately using intercom or PA system:
 - “ Lockdown. Lockdown. This is not a drill. Armed intruder on campus. Follow lockdown procedures immediately.”
- * Call 911 and provide location, description, and actions of the suspect.
- * Activate the Incident Command System (ICS) and assign emergency roles (if safe to do so).
- * All classrooms and offices should immediately:
 - * Lock doors and turn off lights
 - * Instruct students to move away from doors/windows and remain quiet
 - * Silence cell phones
 - * Barricade doors if possible and safe
 - * Remain in place until law enforcement arrives and gives the all-clear

If an Armed Individual is NEAR Campus:

- * Initiate Secure Campus procedure (formerly known as "lockout"):
 - “Secure Campus. This is not a drill. There is police activity near campus. Please remain inside. Lock all doors and windows.”
- * Continue instructional activities indoors
- * Do not allow anyone to leave or enter the campus until cleared by law enforcement

3. Staff Responsibilities

- * Teachers are responsible for securing their rooms and maintaining student accountability.
- * Office staff not in immediate danger will assist with:
 1. Emergency communications
 2. Contacting law enforcement and district officials
 3. Locking exterior gates and entrances if safe
- * Custodial and support staff will assist only if safe; otherwise, they must also secure themselves in the nearest safe location.

4. Communication

- * Use emergency notification systems (e.g., Catapult) to inform parents:
 - * Only when it is safe and information is verified
 - * Emphasize not to come to campus during the incident
 - * Coordinate directly with law enforcement on all public information releases.

Biological or Chemical Release

1. Types of Threats Covered

- * Chemical spill or gas leak (e.g., chlorine, ammonia)
- * Pesticide or hazardous material exposure
- * Suspicious powder or substance (potential bioterrorism agent)

- * Airborne contaminant from industrial accident or nearby traffic accident

2. Initial Response and Identification

- * Any person identifying a suspicious substance, strong odor, or unusual symptoms (e.g., coughing, burning eyes) must immediately:
- * Notify the main office or administrator
- * Call 911 if a release is suspected or confirmed

DO NOT touch or attempt to clean up the substance.

Note the location, appearance, and odor of the substance (if known) and relay to emergency responders.

3. Immediate Actions by Administration

If the release is OUTSIDE the school:

Initiate Shelter-in-Place:

“Shelter-in-Place. There is a chemical hazard in the area. Please proceed indoors and seal windows and doors. This is not a drill.”

- * Close all windows, doors, and air vents.
- * Shut down HVAC systems to prevent outside air from entering.
- * Move students to interior rooms if possible.
- * Keep staff and students calm and await further instructions from emergency officials.

If the release is INSIDE the school:

Initiate Evacuation if it is safe and the location of the release is contained:

- * Evacuate away from the affected area using pre-determined safe routes.
- * Do not evacuate into a contaminated area.
- * If evacuation is unsafe, shelter-in-place in rooms farthest from the affected area and seal rooms.
- * Call 911 and report the situation immediately.
- * Contact district office and environmental health services as needed.

4. Staff Responsibilities

Teachers:

- * Take roll and maintain supervision
- * Keep students calm and informed
- * Seal windows and doors with available materials (plastic sheets, towels)

Office staff:

- * Relay updates to staff
- * Monitor communication with 911 and public safety

Custodial staff:

- * Assist with HVAC shutoff and facility control, if safe

5. Communication

- * Notify parents/guardians using the school’s emergency communication system (e.g., Catapult) when it is safe to do so.
- * Emphasize the need to not come to the school until instructed.

Follow public health guidance and coordinate messaging with local authorities (e.g., county emergency management, fire, hazmat teams).

6. Medical and Decontamination

If exposure is suspected:

- * Move affected individuals to a designated decontamination area or as directed by authorities.

- * Administer basic first aid if necessary, avoiding contact with contaminants.
- * Await arrival of hazardous materials response team for professional evaluation and treatment.

Bomb Threat/ Threat Of violence

1. Identification of Threat

If a bomb threat is received by phone:

- * Remain calm and keep the caller on the line as long as possible.
- * Use the Bomb Threat Checklist to gather information (e.g., caller's voice, background noise, exact words, time of call).
- * Signal another staff member to call 911 while the call is still in progress, if possible.

If the threat is written, emailed, or discovered:

- * Do not touch or disturb the message.
- * Call 911 immediately.
- * Notify the principal or site administrator.
- * Preserve evidence by saving or photographing the message if digital.

2. Immediate Administrative Actions

- * Call 911 and report the threat.
- * Activate the Incident Command System (ICS).
- * Do not use radios or cell phones near a suspected device to avoid triggering it.
- * Consult with law enforcement before deciding to evacuate or shelter in place.

3. Evacuation or Shelter-in-Place Decision

Follow the direction of law enforcement or fire officials.

If evacuation is ordered:

- * Use primary evacuation routes unless a specific threat location is known—then use alternate routes.
- * Teachers bring emergency backpacks and student rosters.
- * Avoid any suspicious packages or items.
- * Leave doors and windows open to reduce blast damage.
- * Move to predesignated evacuation site at a safe distance from buildings.

If shelter-in-place is ordered:

- * Secure all classrooms.
- * Keep students quiet and away from windows and exterior walls.
- * Prepare for a possible evacuation or extended stay.

4. Staff Responsibilities

Teachers:

- * Maintain student supervision and accountability.
- * Take roll at evacuation site or during shelter-in-place.
- * Report any suspicious objects to administration without touching them.

Office and Admin:

- * Coordinate with law enforcement and district safety officials.
- * Handle parent communications.
- * Document the timeline and nature of the threat.

5. Communication

- * Use district-approved emergency communication tools (e.g., Catapult) to inform families:

- * Only when cleared by law enforcement.
- * Provide accurate updates and instructions for reunification if necessary.
- * Do not release unverified information or speculate on the threat's validity.

Bus Disaster

1. Immediate Actions by Bus Driver (If Incident Occurs While En Route)

In Case of Collision or Serious Emergency:

- * Stop the bus in a safe location, if possible.
- * Turn off the engine to reduce fire risk.
- * Assess the situation for injuries, fire, or other dangers.
- * Call 911 to report the emergency and request medical or police assistance.
- * Contact school transportation dispatch and report:
 - Location (nearest intersection, highway mile marker, etc.)
 - Number of students
 - Type of emergency or injuries
- * Keep students calm and seated unless it is unsafe (e.g., smoke, fire, risk of explosion).
- * Evacuate the bus if there is imminent danger using front/rear/side exits as appropriate.
- * Administer first aid if trained and necessary.

2. Immediate Actions by School Administration

Upon Notification of Bus Disaster:

- * Activate the Incident Command System (ICS).
- * Designate a School Incident Commander and assign staff roles (communications, reunification, etc.).

Notify:

- * Emergency responders (if not already contacted)
- * District office/transportation director
- * Parents/guardians via emergency communication systems
- * Dispatch school personnel to the scene, if safe and appropriate, to support responders and students.

3. Staff Responsibilities at the School Site

- * Prepare for student reception if students are returning to campus after the incident.
- * Set up a Reunification Area for parents if needed.
- * Deploy counselors and support staff to assist affected students and staff.
- * Document all actions taken and maintain a log for official reports.

4. Medical & Safety Response

- * Ensure all injured students and staff receive appropriate medical treatment.
- * Record:
 - Names of all passengers
 - Location and nature of any injuries
 - Treatment provided and hospital transport details
- * Maintain clear communication with emergency personnel on scene.

Disorderly Conduct

1. Definition of Disorderly Conduct

Disorderly conduct may include:

- * Verbal threats or aggression
- * Physical fights or altercations
- * Unruly behavior during school events or in common areas
- * Trespassing or refusal to comply with staff instructions
- * Threats to staff or students without a visible weapon

2. Initial Staff Response

- * Stay calm and assess the situation. If there is no immediate threat to safety, use de-escalation techniques.
- * If the situation escalates or involves violence, call the office or dial 911 immediately.
- * Do not attempt to physically intervene unless trained and the situation requires immediate protection of life.
- * Clear the area of bystanders and students if possible.
- * Notify school administration as soon as it is safe to do so.

3. Administrative Actions

- * Administrator or designee responds to the scene with support staff.
- * If behavior is dangerous or threatening:
 - Call 911 if not already done
 - Activate Lockdown if the threat escalates to physical violence or potential weapon use
 - Ensure student and staff safety is maintained above all.

4. Lockdown or Shelter-in-Place (if necessary)

- * If the individual poses an immediate threat and cannot be isolated:
- * Initiate Lockdown for entire school or affected area
- * Keep students behind locked doors and away from windows.
- * Wait for law enforcement to secure the scene and give the all-clear.

5. Communication

- * Notify district office and appropriate school safety personnel.
- * Use emergency communication system (Catapult.) if incident impacts student safety or causes significant disruption.
- * Share accurate and timely updates with staff and parents once verified by administration.

6. Incident Follow-Up

- * Debrief with staff and witnesses involved.
- * Offer mental health and counseling support for affected students and staff.
- * Conduct a threat assessment if the individual is a student.
- * Determine appropriate disciplinary action in accordance with district policies and Ed Code.

7. Documentation and Reporting

Complete incident report detailing:

- * Nature of the behavior
- * Staff response
- * Law enforcement involvement
- * Student/staff impact

Submit documentation to the district office and retain for legal and safety reviews.

8. Prevention and Training

Provide annual training to staff on:

- * De-escalation techniques
- * Identifying early signs of aggressive behavior
- * Emergency response protocols
- * Encourage positive behavior interventions and supports (PBIS) and restorative practices to reduce incidents.
- * Maintain a Visitor Check-In/Check-Out system and staff visibility in high-traffic areas.

Earthquake

Earthquake Procedures:

1. Intense shaking occurs.
2. Teacher gives command "DROP".
3. Staff and student follow Drop, Cover and Hold on procedures.
4. Wait for shaking to stop.

5. Check for injuries and/or trapped individuals. If any individuals are trapped assure them help will be forthcoming.
6. After checking for blocked exits, give command to evacuate.

Drop, Cover and Hold on Procedures:

Drop, Cover and Hold on may be used when there is a danger to students and staff of being injured by debris. Students are trained to go under desks and/or tables cover your head and neck with one arm and hold on to furniture leg with the other arm for protection. Procedures are as follows:

If inside a building or classroom:

- * Get under desk or piece of furniture as a shield
- * Drop to your hands and knees with your back to the window.
- * Make body as small as possible.
- * Cover your head and neck with one arm and hold on to furniture leg with the other arm.
- * Keep eyes closed.
- * If an earthquake, hold on until the shaking stops.
- * Wait for further instructions.

If outside of school buildings:

- * Get clear of all buildings, power lines, light poles or sources that may be dangerous.
- * Lie flat with chest down and back up with face away from dangerous hazards.
- * Cover head, face as much skin surface as possible.
- * Keep eyes closed.
- * Wait for further instructions.

When safe to do so, follow evacuation procedures

Explosion or Risk Of Explosion

1. In the Event of an Actual Explosion

Immediate Actions

- * Duck and cover: Instruct students and staff to take cover under desks, away from windows and overhead hazards.
- * Once safe, evacuate the building immediately, unless evacuation routes are unsafe.
- * Do not use fire alarms if you suspect an explosive device—it could trigger another detonation.
- * Call 911 and report the explosion, including:
 - Location and extent of the damage
 - Known injuries
 - Suspicious circumstances (e.g., if a device was seen before the explosion)
- * Notify school administration and activate the Incident Command System (ICS).

Evacuation Guidelines

Teachers:

- * Take emergency go-bags and student rosters.
- * Lead students calmly to the pre-designated evacuation area.
- * Avoid touching or walking near any suspicious object.
- * Take attendance and report missing or injured students to incident command.

Admin:

- * Confirm the location is safe before directing evacuation.
- * Coordinate with fire, law enforcement, and EMS upon arrival.
- * Ensure gates are unlocked for emergency vehicle access.

2. In the Event of a Risk or Threat of Explosion

Examples of Possible Threats:

- * Suspicious package or device
- * Gas leak or strong chemical odor
- * Bomb threat or warning call

- * Spark or fire near hazardous materials

Immediate Actions

- * Call 911 and report the suspected threat.
- * Do NOT touch or move suspicious objects.
- * Do NOT use cell phones or two-way radios near the object.
- * Notify district office and initiate ICS.

Evacuation or Shelter Decision

- * Only evacuate if the area outside is confirmed safe.
- * Use routes away from the suspected device or hazard.
- * If the threat is outdoors or uncertain, initiate Shelter-in-Place:
"Shelter-in-Place. This is not a drill. Please remain indoors. Close and lock doors and windows. Do not use cell phones."

3. Communication

- * Use PA system or messengers to communicate instructions clearly.
- * Notify parents using emergency notification systems only after verifying the situation with law enforcement.
- * Designate a Public Information Officer (PIO) to coordinate with media and law enforcement.

4. Medical and Safety Response

- * Provide first aid to the injured until EMS arrives.
- * Move injured individuals only if necessary to prevent further harm.
- * Maintain a log of all affected individuals (injured, missing, treated, transported).

Fire in Surrounding Area

1. Initial Identification and Notification

The principal or designee confirms the incident with:

- * Local fire department or CAL FIRE
- * Law enforcement or Office of Emergency Services (OES)
- * District safety office

Monitor updates via:

- * Emergency alert systems (e.g., NOAA Weather Radio, local news)
- * District communication channels
- * Air quality monitoring services (e.g., AQI from AirNow)

2. Immediate Administrative Actions

If there is NO immediate threat to the campus:

- * Announce Shelter-in-Place (if smoke or ash is present):
"Shelter-in-Place. There is a fire in the surrounding area. Please stay indoors. Close windows and doors. This is not a drill."
- * Shut off HVAC systems to prevent smoke from entering.
- * Cancel all outdoor activities, including recess, PE, and after-school sports.
- * Move all students and staff indoors.
- * Limit classroom transitions and keep students in their current locations if possible.

If the fire is approaching the school or evacuation is advised:

- * Coordinate with local emergency services before initiating evacuation.
- * Use pre-identified evacuation routes that avoid exposure to fire or smoke.
- * Prepare for possible relocation to an off-site reunification center if needed.

3. Staff Responsibilities

Teachers:

- * Close windows and doors.

- * Take roll and monitor student health (especially those with asthma or respiratory issues).
- * Keep students calm and informed.

Office/Admin Staff:

- * Maintain open communication with district and emergency services.
- * Prepare emergency go-kits and evacuation rosters in case relocation is necessary.
- * Monitor phone lines and parent inquiries.

4. Communication

- * Use emergency notification systems (e.g., Catapult) to notify families:
 - Status of fire and school operations
 - Any changes to pickup times or transportation
 - Instructions not to come to campus unless directed
- * Coordinate public messaging with the district's Public Information Officer (PIO) and local authorities.

5. Transportation

Work with district transportation to:

- * Re-route buses if roads are closed or conditions are unsafe.
- * Adjust bell schedules or release times as needed.
- * Ensure bus drivers are updated on air quality and visibility concerns.

6. Student Health Monitoring

- * Notify school nurse and office staff to monitor students for:
 - Respiratory distress
 - Headaches, dizziness, or eye irritation
- * Provide access to asthma inhalers or emergency medication as needed.

Fire on School Grounds

Fire Procedures

If you see smoke, fire or if the fire alarm sounds:

Procedure for During Class Time:

1. Teachers:

- o Grab your keys, device and Emergency Bag/Backpack.
- o Check that all exits are clear. If exits are blocked, find alternate exit route.
- o Staff exit the room with students, check that all students are out of the classroom and leave door closed and unlocked and report to the primary evacuation location unless directed to go to a secondary location. (See Evacuation Map)
- o Activate fire alarm pull station if nearby and the alarm is not yet sounding.

2. Students exit the classroom and WALK in an orderly line.

3. NO TALKING IS PERMITTED.

4. Once in the evacuation area and it is safe to do so, teachers take roll and account for each student via Catapult EMS. Account for all students who were present at time of role. The office accounts for absent students that are marked absent in Catapult.

5. Students in classrooms other than their own are to remain with that class until given permission to rejoin their class by both teachers.

6. Students remain in orderly and silent lines until the all clear signal is given.

7. P.E. Classes: Teacher/supervising adult:

- o Stop activity
- o Organize class into silent and orderly lines
- o Lead class to evacuation area.

NOTE: Elevators are not to be used during fire evacuations. Use an alternate route.

Procedure Used Before School, During Lunch and Recess:

1. Students WALK to the designated evacuation area.

2. Students wait in orderly and silent lines for their teacher/supervising adult to give further instructions.

ALL SCHOOL PERSONNEL, CERTIFICATED AND CLASSIFIED ARE TO PARTICIPATE IN ALL FIRE DRILLS

Parents, guests and community people on the grounds during a drill must participate.

Using a Fire Extinguisher

Rescue Union School District provides fire extinguisher training to faculty and staff upon being hired and annually. (California Code of Regulations: Title 8, §6151. Portable Fire Extinguishers. Section G.)

During the beginning stages of a fire:

1. Pull the fire alarm (This will notify the Fire Department automatically)
2. Identify a safe evacuation path before approaching the fire. Do not allow the fire, heat, or smoke to come between you and your evacuation path.
3. Evacuate students from the room and line up outside of the classroom then, if safe to do so, the teacher/staff member may attempt to put out the fire with a fire extinguisher.
4. Discharge the extinguisher within its effective range using the P.A.S.S. technique:
Pull, Aim, Squeeze, and Sweep.
5. Back away from an extinguished fire in case it flames up again.
6. Evacuate immediately if the extinguisher is empty and the fire is not out.
7. Evacuate immediately if the fire progresses.
8. After you evacuate, call 911, if appropriate.

If evacuation is necessary, follow evacuation procedures.

Most fire extinguishers operate using the following P.A.S.S. technique:

1. PULL... Pull the pin. This will also break the tamper seal.
2. AIM... Aim low, pointing the extinguisher nozzle (or its horn or hose) at the base of the fire.
NOTE: Do not touch the plastic discharge horn on CO2 extinguishers, it gets very cold and may damage skin.
3. SQUEEZE... Squeeze the handle to release the extinguishing agent.
4. SWEEP... Sweep from side to side at the base of the fire until it appears to be out. Watch the area. If the fire re-ignites, repeat steps 2 - 4.

If you have the slightest doubt about your ability to fight a fire....EVACUATE IMMEDIATELY!

Flooding

1. Initial Assessment and Notification

* Monitor flood warnings through:

- National Weather Service (NWS)
- Local Office of Emergency Services (OES)
- Emergency alert systems and district notifications

* Site administrator evaluates:

- Current and projected flood levels
- Access to campus and road conditions
- Impact on utilities and infrastructure

2. Administrative Actions

* Activate the Incident Command System (ICS).

* Notify:

- District office
- Local emergency management and public works
- School transportation department

- * Postpone or cancel outdoor activities if flooding is possible.
- * Consider early release or delayed dismissal if conditions worsen.

3. If Flooding is Occurring or Imminent

Shelter-in-Place (if evacuation is unsafe):

“Shelter-in-Place. Please stay indoors. Do not leave the building until further notice.”

- * Move students and staff to higher floors or elevated areas.
- * Turn off electrical equipment if instructed and safe to do so.
- * Block door gaps and cover vents if water begins to enter.
- * Avoid all contact with flood water due to contamination risks.

Evacuation (only if directed and safe):

- * Use pre-identified alternate evacuation routes that avoid low-lying or flooded areas.
- * Do not allow students to walk through moving water.
- * Teachers bring emergency go-bags and student rosters.
- * Account for all students at the evacuation site.

4. Transportation Adjustments

- * Coordinate with the transportation department to reroute or delay buses.
- * Avoid roads known to flood or currently closed by emergency services.
- * Consider relocating students to an alternate safe location if return home is unsafe.

5. Communication

- * Notify parents/guardians through approved channels (Catapult):
 - Flood status and student safety
 - Adjusted release, transportation, or relocation details
 - Instructions not to drive to campus unless directed
- * Coordinate public messaging with district PIO and emergency authorities.

6. Medical and Safety Considerations

- * Monitor students with asthma or health concerns, as mold or water contamination may impact air quality.
- * Avoid contact with:
 - Electrical outlets or waterlogged electronics
 - Contaminated water
- * Keep emergency medical kits and flashlights accessible.

Loss or Failure Of Utilities

1. Types of Utility Failures Covered

- * Power outage
- * Water supply failure or contamination
- * Natural gas leak
- * Loss of heating, air conditioning (HVAC)
- * Loss of internet or phone service

2. Initial Actions Upon Detection

Power Outage:

- * Notify the principal or designee and the district maintenance department.
- * Turn off electrical devices and equipment to prevent damage when power is restored.
- * If it's safe, open blinds/windows to provide light and ventilation.
- * Use battery-powered flashlights (not candles).
- * Monitor emergency radio or communication devices for updates.
- * District office to provide a generator for office phones and computer use for front office staff

Water Outage or Contamination:

- * Stop use of all water (sinks, fountains, restrooms).
- * Notify staff and restrict water access.
- * Provide bottled water and portable sanitation if possible.
- * Contact district maintenance and local public health authorities.

Gas Leak (Suspected or Confirmed):

- * Do not operate light switches or electronic devices.
- * Evacuate the affected building(s) immediately.
- * Call 911 and district maintenance.
- * Notify utility provider (e.g., PG&E or SoCalGas).
- * Initiate Lockout or Evacuation depending on the threat level.

3. Communication Protocols

- * Use alternative communication methods (e.g., two-way radios, cell phones) if phones or internet are down.
- * Notify:
 - District office
 - Parents/guardians (when safe and appropriate)
 - Local utility providers
- * Provide regular updates through available channels (email, text, intercom, PA system).

4. Shelter-in-Place or Evacuation Decision

- * If the outage poses no immediate danger: Shelter-in-Place and monitor conditions.
- * If the environment becomes unsafe or unsanitary (e.g., extreme heat, no running water, gas odor):
- * Consider evacuation or early release in coordination with the district and emergency services.
- * Initiate notification for early student dismissal (early end of school) if needed.

5. Classroom and Student Supervision

- * Continue supervision and instruction as safely possible.
- * Use alternative, non-digital learning materials if power/internet is down.
- * Keep students indoors or in safe, designated areas unless otherwise directed.
- * Monitor students with medical needs (e.g., medication storage that requires refrigeration, oxygen equipment).

6. Food Services

- * Coordinate with nutrition services staff:
 - Halt meal service if food safety standards cannot be maintained (e.g., no refrigeration, no clean water).
 - Use pre-packaged meals or snacks if available.

7. Early Dismissal (if necessary)

- * Notify families through the emergency system with instructions for early pickup.
- * Follow Student Release/Reunification Plan:
 - Verify ID before releasing students.
 - Keep logs of all released students.

8. After-Action and Recovery

- * Work with the district and utility companies to restore services.
- * Assess impact on school operations, learning loss, and food safety.
- * Provide counseling and support if the outage caused disruption or fear.
- * Review and update emergency protocols as needed.

9. Preparedness Measures

- * Maintain emergency supplies in every classroom, including:
 - Flashlights, batteries, bottled water, non-perishable snacks, blankets
- * Back up critical systems and files if applicable.
- * Post emergency procedures near phones and electrical panels.

- * Conduct regular drills that include utility outage scenarios.

Motor Vehicle Crash

1. Types of Incidents Covered

- * Vehicle crashes into a school building, fence, or campus area
- * School bus or school vehicle collision
- * Vehicle accident near school grounds involving students or staff
- * Pedestrian struck by a vehicle near or on campus

2. Immediate Actions by Witness or Staff Member

- * Call 911 immediately, provide:
 - Location of the crash (address or landmark)
 - Type of vehicles involved
 - Injuries or hazards (e.g., fire, fuel leak)
- * Notify the principal or site administrator.
- * Do not move injured persons unless they are in immediate danger (e.g., from fire).
- * Keep students and staff away from the scene.
- * Provide basic first aid only if trained and it is safe to do so.

3. Administrative Actions

- * Activate the Incident Command System (ICS).
- * Assign staff to:
 - Direct emergency responders to the scene
 - Supervise nearby students
 - Manage communication with district and parents
- * If the incident involves a school bus, coordinate with the transportation department to verify passenger lists and notify families.

4. Student and Staff Safety

- * If students were involved or witnessed the crash:
 - Move them to a secure and supervised area.
 - Account for all students using attendance rosters.
 - Keep them away from emergency responders unless needed for medical evaluation.
- * Provide support to any students who may be in shock or distress.

5. Scene Security and Hazards

- * Prevent anyone from entering the crash zone, especially if:
 - There is leaking fuel
 - Downed power lines are present
 - Airbags have deployed or smoke is visible
- * Do not allow staff or students to photograph or post about the crash on social media.

6. Communication Protocols

- * Notify:
 - District office
 - Transportation department, if a school vehicle is involved
 - Parents/guardians if students are injured or affected
- * Use official messaging platforms (ParentSquare, Blackboard, etc.) to avoid misinformation.
- * Designate a Public Information Officer (PIO) to handle media if needed.

Pandemic

1. Coordination and Planning

- * Follow guidance from:
 - California Department of Public Health (CDPH)

- Local County Public Health Department
- Centers for Disease Control and Prevention (CDC)
- California Department of Education (CDE)

* Activate the School Pandemic Response Plan and the Incident Command System (ICS).

* Designate a School Site Health Liaison to coordinate with district and public health officials.

2. Preventative Measures and Campus Health Protocols

* Implement public health protocols as required:

- Handwashing, respiratory hygiene education
- Regular cleaning and disinfection of high-touch surfaces
- Physical distancing (as feasible)
- Required or optional mask usage depending on health orders
- Isolation of symptomatic individuals

* Post signs throughout campus reminding of hygiene protocols and symptoms of illness.

3. Symptom Screening and Reporting

* Daily symptom checks for students and staff as recommended.

* Staff and students should stay home if sick or exhibiting symptoms.

* Report confirmed cases to local health officials per legal requirements (e.g., Cal/OSHA and FERPA compliance).

* Track absences and illness trends for early outbreak detection.

4. Response to Confirmed Case or Exposure

* Isolate the affected individual in a designated quarantine room and send them home as soon as possible.

* Identify and notify close contacts based on current public health definitions.

* Follow current quarantine/isolation guidelines (may vary based on vaccination status and variant severity).

* Communicate with staff and families while protecting individual privacy.

5. Campus Closure or Modified Operations

If advised by public health authorities:

* Transition to remote learning or hybrid instruction models.

* Maintain:

- Online instruction platforms
- Meal services for students (pickup/delivery)
- Access to mental health services

* Communicate clearly about:

- Duration of closure
- Instructional expectations
- Technology access/support
- Grading policies and attendance procedures

6. Continuity of Operations

* Ensure essential staff (e.g., administrators, IT, nutrition services, custodians) have safe working conditions.

* Coordinate with the district for:

- Payroll
- Data systems
- Cleaning and facilities maintenance

* Keep emergency contact information for all students and staff updated.

7. Mental Health and Wellness

* Provide access to:

- School counselors
- Crisis response teams
- Virtual wellness resources

* Promote SEL (social-emotional learning) practices in both in-person and remote environments.

8. Communication Protocols

* Use official school communication systems (ParentSquare, Blackboard, email, website).

* Share:

- Health updates and guidelines
- Changes to instruction or schedules
- Mental health and community resources

* Designate a Public Information Officer (PIO) to coordinate messaging with district and public health agencies.

9. Recovery and Return to Campus

* Follow public health clearance protocols for reopening:

- Deep cleaning and ventilation assessment
- Updated safety signage and supplies (e.g., PPE, sanitizer)
- Return-to-school criteria for students and staff

* Provide reentry support, including:

- Mental health services
- Academic assessments and remediation planning

10. Training and Preparedness

* Train staff on:

- Infection prevention
- Sick student protocols
- Distance learning platforms

* Conduct tabletop or virtual exercises with administrative teams.

11. Supplies and Equipment

Maintain stock of:

* Masks, gloves, thermometers, sanitizers, disinfectants

* Emergency food and water in case of extended shelter-in-place

* Technology tools (e.g., Chromebooks, Wi-Fi hotspots)

Psychological Trauma

1. Identifying Psychological Trauma

Psychological trauma may result from:

- A critical incident (e.g., suicide, death, violent act)
- A natural or man-made disaster
- Prolonged fear (e.g., active shooter lockdown, abuse)
- Media exposure to distressing events
- Loss of a loved one

Symptoms may include:

- Withdrawal, anxiety, or fearfulness
- Crying, emotional outbursts
- Difficulty concentrating or sleeping
- Physical complaints with no medical cause
- Aggressive or defiant behavior

2. Immediate Administrative Actions

- Notify the principal or site crisis response lead.
- Activate the School Crisis Response Team.
- Ensure immediate safety and remove students from the source of trauma (if ongoing).
- Secure the scene if related to an on-campus incident.
- Contact district mental health services and local behavioral health partners for support.
- Protect the privacy and dignity of those involved—limit rumors and social media speculation.

3. Staff Response Procedures

- Teachers or staff who observe trauma symptoms should:
 - o Provide a calm and supportive environment
 - o Listen non-judgmentally without pressing for details
 - o Refer the student to the school counselor, psychologist, or administrator immediately
 - Do not send the student alone if they are visibly distressed.

4. Crisis Counseling and Support Services

- Establish a designated counseling space on campus with trained mental health staff.
- Offer individual and small group counseling to affected students and staff.
- Provide additional supervision for vulnerable students (e.g., those with past trauma or mental health challenges).
- Maintain documentation of services offered and provided.

5. Family and Community Communication

- Notify affected families sensitively and promptly.
- Provide factual, age-appropriate information to the school community:

“Our school experienced a difficult situation today involving [brief description, e.g., the loss of a student]. Counselors are available, and we will continue to support our students through this time.”

- Include referral information for external mental health resources and crisis lines (e.g., 988 Suicide & Crisis Lifeline).

6. Classroom Support

- Teachers should:
 - o Maintain routines but be flexible with academic expectations
 - o Allow students space to talk or take breaks if overwhelmed
 - o Monitor behavior changes and refer concerns to support staff
 - Provide trauma-informed classroom strategies:
 - o Check-ins
 - o Mindfulness or calming exercises
 - o Seating adjustments or safe spaces

Suspected Contamination of Food or Water

1. Types of Potential Contamination Events

- Spoiled or expired food served to students or staff
- Water contamination (e.g., lead, bacteria, chemicals)
- Foodborne illness outbreak (e.g., norovirus, salmonella)
- Intentional tampering or foreign objects found in food/water
- Public Health or Environmental Health advisory for unsafe water

2. Immediate Actions Upon Suspicion or Report

- Stop use of all potentially contaminated food or water immediately.
- Isolate and secure any suspected food or drink to prevent further consumption.
- Remove affected items from service but do not dispose until public health officials can inspect.
- If individuals are ill or showing symptoms:
 - Call 911 for serious symptoms
 - Notify the school nurse, administer first aid as appropriate
 - Document names and symptoms of all affected persons
 - Notify:
 - Principal or designee
 - District nutrition services supervisor
 - Local public health department
 - Facilities or maintenance department (for water issues)

3. Investigation and Assessment

- Initiate a site-based food/water safety assessment with:

- Cafeteria/kitchen staff
- Maintenance personnel (for plumbing or water source issues)
- Environmental health officials
- Retain:
- Sample food/water for testing
- Food labels, preparation records, and vendor delivery logs

4. Isolation and Containment

- Restrict access to any affected areas (kitchen, cafeteria, restrooms, fountains).
- Shut off drinking fountains and sinks if water is suspected to be contaminated.
- Distribute bottled water if needed.

5. Communication Protocols

- Notify staff and families using approved platforms (e.g., Catapult):

"Out of an abundance of caution, we have suspended the use of certain food/water sources on campus today due to a possible contamination concern.

Students are safe and being monitored."

- Coordinate messaging with:
- District Public Information Officer (PIO)
- Local public health agency
- Be transparent but factual—avoid speculation until investigation confirms cause.

6. Alternate Plans for Food and Water

- Switch to pre-packaged meals if school food service is halted.
- Distribute bottled water and/or provide access to portable sanitation if necessary.
- Ensure all students have access to hydration and nutrition through alternative means.

7. Medical Response and Monitoring

- Maintain a log of affected individuals and symptoms.
- Monitor all students and staff who consumed suspected food/water.
- Notify parents/guardians of affected individuals and provide medical recommendations or public health notices.
- Follow reporting procedures for foodborne illness outbreaks as required by state and local agencies.

8. Student Release (If Widespread Exposure or Illness Occurs)

- Activate the Student Release/Reunification Plan if campus needs to be closed or evacuated.
- Provide updates and health recommendations to families at reunification.

9. Recovery and Restoration

- Work with health and safety officials to:
- Clear contaminated sources
- Test and verify water lines or food service equipment
- Clean and sanitize all affected areas
- Document response actions, retain inspection records, and submit reports as required.
- Resume service only after official clearance is given by local agencies.

10. Prevention and Training

- Train cafeteria, custodial, and office staff to recognize signs of contamination or illness.
- Conduct routine checks on:
- Food storage, preparation, and handling practices
- Water testing and plumbing maintenance
- Post safety protocols in food prep and service areas.
- Include contamination scenarios in annual emergency drills and tabletop exercises.

Tactical Responses to Criminal Incidents

1. Types of Criminal Incidents Covered

- Armed intruder on campus
- Active shooter or active assailant
- Hostage situation
- Barricaded subject
- Nearby police pursuit or law enforcement operation
- Serious violent crime on or adjacent to school property

2. Immediate Actions (Recognizing a Threat)

If staff or students observe a threat:

- Call 911 immediately and provide:
- School name and address
- Description of the suspect, weapon, and activity
- Location on or near campus
- Number of people involved or injured
- Notify the principal or site administrator (if safe to do so).
- Initiate an appropriate emergency action:

3. Emergency Response Options

A. Lockdown (If threat is on campus or nearby)

“This is a lockdown. Lock doors, turn off lights, stay out of sight. This is not a drill.”

- Lock all doors and windows.
- Move away from doors and windows.
- Turn off lights and remain silent.
- Silence phones.
- Do not open the door for anyone except emergency responders.
- Remain in lockdown until cleared by law enforcement or school administration.

B. Run, Hide, Fight (Active Assailant Guidance)

- Run – evacuate away from danger if it is safe.
- Hide – lock or barricade doors; stay quiet and out of sight.
- Fight – only as a last resort, attempt to incapacitate the attacker.

C. Shelter-in-Place (For threats near campus)

“Shelter-in-Place. Remain indoors. Lock exterior doors. Classes continue as normal indoors.”

- Lock perimeter doors.
- Keep students inside classrooms or buildings.
- Restrict movement around campus.
- Continue instruction unless otherwise instructed.

4. Law Enforcement Coordination

- Cooperate fully with responding officers or tactical teams.
- Provide access to:

o Building maps and master keys

o Class rosters and student schedules

o Names and locations of individuals with medical needs

- Follow law enforcement instructions without hesitation.

5. Communication Protocols

- Use PA system, radios, or emergency messaging system to initiate lockdown or shelter-in-place.
- The principal or designee will:
- Notify the district office
- Activate the Incident Command System (ICS)
- Coordinate with local law enforcement’s incident commander
- Designate a Public Information Officer (PIO) to manage messaging

Parent/Guardian Notification

Communicate once the situation is under control. Messages should:

- Confirm student safety
- Provide instructions for reunification or delayed dismissal
- Avoid speculative or graphic details
- Reassure families that trained personnel are managing the situation

Unlawful Demonstration or Walkout

1. Definitions

- Demonstration: A protest or public expression of opinion, which may be planned or spontaneous.
- Walkout: A student-organized event where individuals leave campus or class to protest or make a statement.
- Unlawful demonstration: Any protest or walkout that violates school policies or causes a disruption to school safety or operations.

2. Prevention and Preparation

- Establish clear school policies on student expression and protest.
- Educate students and staff on appropriate forms of protest under the First Amendment and Education Code §48907.
- Designate a staff lead (e.g., Assistant Principal or Safety Officer) to coordinate response planning.

3. Early Warning and Monitoring

- Monitor social media or informal channels for signs of an upcoming protest or walkout.
- Encourage open communication with student leadership to understand concerns and intentions.
- Notify the district office and, if needed, local law enforcement for possible crowd control support (particularly for larger or community-involved events).

4. Response to a Student Walkout

Before the Walkout:

- Remind students of:
- School rules
- Consequences of leaving campus without permission
- Safety risks (e.g., busy roads, weather conditions)
- Ensure staff coverage at exits and along probable departure routes.

During the Walkout:

- Do not physically restrain students from leaving campus.
- Do not threaten or confront protesting students.
- Document student names and times of departure.
- Assign staff or administrators (in pairs) to monitor off-campus locations where students gather, ensuring safety from traffic or outside threats.
- Keep non-participating students supervised and in class.
- Do not allow outsiders to join the protest on school property without permission.

If Protesters Are Disruptive or Violent:

- Initiate Lockdown or Shelter-in-Place if there is any threat to safety.
- Contact law enforcement if unauthorized individuals enter campus or if crowd control is needed.
- Activate the Incident Command System (ICS) to manage the event and communication.

5. Response to On-Campus Demonstrations

- If students demonstrate on school grounds:
- Assign staff to observe and supervise peacefully.
- Document incidents of vandalism, threats, or safety concerns.
- Allow peaceful protest if it does not disrupt instruction or endanger others.
- Move non-participating students away from the protest area.

6. Communication Protocols

- Keep staff informed of expectations and response procedures.
- Notify parents/guardians via automated messaging systems:

“We are aware of a student demonstration. Students are safe and supervised. We encourage students to remain on campus, and any unauthorized departure will be marked as unexcused.”

- Designate a Public Information Officer (PIO) to manage inquiries and coordinate messaging with district officials.

7. Legal Considerations and Documentation

- Students may not be disciplined for expressing their views peacefully, but:
- Unauthorized absences may be marked unexcused.
- Any disruption, defiance, vandalism, or threats may result in disciplinary action per Ed Code.
- Keep detailed records of:
 - Participants
 - Locations and timelines
 - Any safety or disciplinary incidents

8. Recovery and Support

- Debrief with staff and administrators after the event.
- Address student concerns through listening sessions, student forums, or classroom discussions.
- Offer counseling support to students emotionally affected by the event or its causes.
- Repair or clean any damage to school property.

9. Staff Training and Awareness

- Train staff to:
- Remain calm and non-confrontational
- Recognize the difference between disruption and protected expression
- Supervise safely and avoid escalation

Emergency Evacuation Map

Comprehensive School Safety Plan

**2025-26
School Year**

School: Rescue Elementary School
CDS Code: 09619786005714
District: Rescue Union Elementary School District
Address: 3880 Green Valley Road
Rescue, CA 95672
Date of Adoption:
Date of Update: 12/22/25
Date of Review:
- with Staff
- with Law Enforcement
- with Fire Authority

Approved by:

Name	Title	Signature	Date
Todd McGinnis	Principal		
	Site Council		
	Site Council		
	Site Council		
Jim Shoemake	Superintendent		

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

<http://www.rescueusd.org/>

A copy of the Comprehensive School Safety Plan is available for review at .

Safety Plan Vision

In a spirit of teamwork, cooperation and mutual respect, Rescue School will strive to provide a safe, friendly school environment.

Components of the Comprehensive School Safety Plan (EC 32281)

Rescue Elementary School Safety Committee

Assessment of School Safety

Annual assessments of School Safety are conducted and include a review of data from the RUSD Student Survey, RUSD Parent Survey, discipline and attendance data as collected through our student information system and the California School Dashboard. Additional input is received from the school staff and members of the Rescue Site Council.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

Rescue Elementary School recognizes the importance of providing a safe school environment that is conducive to learning and helps to ensure student safety and the prevention of student injury. The staff shall implement appropriate practices to minimize the risk of harm to students, including, but not limited to, practices relative to school facilities and equipment, the outdoor environment, educational programs, and school-sponsored activities.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

All school employees who are mandated reporters under California law are legally required to report known or reasonably suspected cases of child abuse or neglect to appropriate child protective agencies. Failure to report as required by law may result in criminal and civil liability.

Definition of a Mandated Reporter

Mandated reporters include all school personnel, including but not limited to:

- Teachers and administrators
- Classified staff (e.g., instructional aides, custodians, clerical staff)
- Coaches, counselors, nurses, and psychologists
- Volunteers, if they supervise students on a regular basis

Types of Reportable Abuse

Mandated reporters must report any known or reasonable suspicion of:

- Physical abuse
- Sexual abuse or exploitation
- Emotional or psychological abuse
- Neglect (including willful failure to provide food, clothing, shelter, or medical care)
- Willful cruelty or unjustifiable punishment
- Witnessing domestic violence (when affecting the child's welfare)

Reporting Procedures

1. Immediate Verbal Report

- The mandated reporter must immediately or as soon as practically possible make a verbal report to:

* Child Protective Services (CPS) or

* Local law enforcement agency (police or sheriff's department)

- Contact information for local reporting agencies is posted in the main office and staff areas.

2. Written Report

- Within 36 hours of the verbal report, the mandated reporter must complete and submit a written Suspected Child Abuse Report (SCAR) on form BCIA 8572 to the same agency.
- The form may be submitted via fax, mail, or electronically, if allowed.

3. Notification Within School

- The mandated reporter may inform the site administrator or supervisor after making the report, but administrators may not impede or alter the reporting process.
- The identity of the reporter is confidential and should not be shared except as required by law.

4. No Internal Investigation

- School staff should not attempt to investigate or validate the abuse prior to reporting.

- Do not interview the child or contact the suspected abuser beyond what is required to determine if a reasonable suspicion exists.

Training and Acknowledgment

- All employees must complete annual training on child abuse identification and reporting, as required by AB 1432.
- Upon hire and annually thereafter, employees must sign an acknowledgment form stating they understand their reporting obligations under the law.

Documentation and Confidentiality

- A copy of the written report should be retained in a confidential file (not in the student's cumulative record), per district policy.
- Information related to the report must be kept strictly confidential and shared only with authorized officials or investigators.
- Retaliation against a mandated reporter who reports in good faith is strictly prohibited.

Resources and Support

- School counselors, psychologists, and social workers are available to support affected students.
- The school maintains contact information for:
 - Local CPS agency
 - Law enforcement
 - Community mental health and victim support resources

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

1. All-Hazards Approach

The Disaster Plan should address:

- Natural Disasters: Earthquake, wildfire, flooding, extreme weather
- Technological Hazards: Utility failure, hazardous materials release
- Human-Caused Events: Bomb threat, terrorism, civil unrest, mass casualty incidents
- Health Emergencies: Pandemic, biological threats

2. Key Components of the School Disaster Plan

A. Preparedness

- Maintain updated site-specific Emergency Operations Plan (EOP) and Incident Command System (ICS) chart
- Conduct regular drills: fire, earthquake, lockdown, shelter-in-place, and evacuation
- Stock emergency supplies: food, water, first aid, radios, student rosters, etc.
- Assign and train staff in ICS roles: Incident Commander, Operations, Logistics, Planning, Finance

B. Mitigation

- Identify hazards in and around campus (e.g., gas lines, flood zones)
- Ensure non-structural hazard mitigation: secure bookshelves, emergency shutoffs labeled
- Partner with local emergency services to assess and improve site safety

C. Response

- Activate the Incident Command System (ICS)
- Use appropriate emergency response protocols:
 - Evacuation for fire, gas leak, bomb threat
 - Shelter-in-Place for air quality concerns, chemical release
 - Lockdown for intruder or active assailant
- Account for all students and staff
- Provide first aid and care for injured persons
- Coordinate with first responders and district officials

D. Recovery

- Restore safe operations (building inspections, utility checks)

- Provide mental health and counseling services
- Assess and repair damage
- Debrief with staff and district for after-action review
- Update procedures and training based on lessons learned

3. Communication During a Disaster

- Use multiple communication channels: PA system, radios, phones, emergency text/email platforms
- Communicate clearly and calmly with:
- Staff (via ICS structure)
- Students (via classroom teachers or PA)
- Parents/guardians (via district-approved systems)
- Designate a Public Information Officer (PIO) to coordinate with media and community

Adaptations for Students with Disabilities

Students with disabilities that are not cognitively or physically able to follow safety plans, details regarding assistance, such as aide or wheelchair assistance, will be identified in the student's Individualized Education Plan.

Maintain a list of:

- * Students with disabilities
- * Students with medical needs (e.g., medication, mobility)

Ensure accommodations in evacuation and shelter procedures

Include support staff in all planning (e.g., nurses, aides)

Public Agency Use of School Buildings for Emergency Shelters

Policy Statement

In the event of a natural disaster, public health emergency, or other declared crisis, this school site may be designated for temporary use by public agencies to provide emergency shelter, medical services, food distribution, or other community relief services.

The school will cooperate fully with:

- Local law enforcement
- Fire and rescue services
- County Office of Emergency Services (OES)
- California Department of Public Health (CDPH)
- American Red Cross and/or Federal Emergency Management Agency (FEMA)

Such use shall be coordinated to prioritize the safety of students, staff, and school property, and to allow for the continuity of educational operations when feasible.

Procedures

1. Activation and Authorization

- Use of school facilities shall be authorized by the district superintendent or designee in consultation with emergency authorities.
- Public agency partners must present proper identification and written authorization when requesting access to the campus for emergency shelter purposes.

2. Site Coordination

- The school site administrator or designee will:
- Serve as the primary point of contact for coordination
- Provide building access and site maps to authorized personnel
- Ensure the protection of school records, equipment, and instructional materials not needed for shelter operations
- A joint use plan or Memorandum of Understanding (MOU) may be established between the district and the public agency to clarify responsibilities, including liability, security, and cleanup. The Assistant Superintendent of Business Services shall be responsible for establishing the MOU.

3. Safety and Security

- All shelter operations shall maintain compliance with applicable health, fire, and safety codes.
- Public safety personnel will assist in maintaining site security.

- Any areas of campus used for shelter must be clearly separated from instructional or student-only zones (if school is still in session or partially operating).

4. Communication

- The district will inform staff and families of shelter operations on school grounds as appropriate.
- Signage and barriers may be used to guide shelter clients and restrict unauthorized access to school areas.

5. Restoration and Recovery

- Upon conclusion of shelter use, the public agency will:
- Coordinate site cleanup and restoration
- Assess damages and provide appropriate reimbursement or repairs
- Notify the district when the site is fully restored for educational use

Preparedness and Planning

- The school site shall maintain:
- Copies of joint-use agreements or MOUs (if applicable)
- Facility condition assessments and maps
- Updated contact information for local emergency services
- Disaster drills and tabletop exercises should consider scenarios involving emergency shelter use.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.2 - Bullying)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
(cf. 5112.5 - Open/Closed Campus)
4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-8" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5144 - Discipline)
(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (cf. 5131.7 - Weapons and Dangerous Instruments)
2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-8" and "Additional Grounds for Suspension and Expulsion: Grades 4-8," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

(cf. 5148.3 - Preschool/Early Childhood Education)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

The student information system will include data regarding dangerous students that teachers will have access to for three years from the date of the incident. Site administrators and site secretaries will be trained on how to include the information in the student information system and teachers will be trained on where the data will be located.

(E) Sexual Harassment Policies (EC 212.6 [b])

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, when made on the basis of sex and under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/ Harassment)

(cf. 6142.1 - Sexual Health and HIV/ AIDS Prevention Instruction)

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation

4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion

School-Level Complaint Process/ Grievance Procedure

Complaints of sexual harassment, or any behavior prohibited by the district's Nondiscrimination/ Harassment policy - BP 5145.3, shall be handled in accordance with the following procedure:

1. Notice and Receipt of Complaint: Any student who believes he/ she has been subjected to sexual harassment or who has witnessed sexual harassment may file a complaint with any school employee. Within 24 hours of receiving a complaint, the school employee shall report it to the district Coordinator for Nondiscrimination/ Principal. In addition, any school employee who observes any incident of sexual harassment involving a student shall, within 24 hours, report this observation to the Coordinator/ Principal, whether or not the victim files a complaint. In any case of sexual harassment involving the Coordinator/ Principal to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall instead report to the Superintendent or designee.
2. Initiation of Investigation: The Coordinator/ Principal shall initiate an impartial investigation of an allegation of sexual harassment within five school days of receiving notice of the harassing behavior, regardless of whether a formal complaint has been filed. The district shall be considered to have "notice" of the need for an investigation upon receipt of information from a student who believes he/ she has been subjected to harassment, the student's parent/guardian, an employee who received a complaint from a student, or any employee or student who witnessed the behavior. If the Coordinator/ Principal receives an anonymous complaint or media report about alleged sexual harassment, he/ she shall determine whether it is reasonable to pursue an investigation considering the specificity and reliability of the information, the seriousness of the alleged incident, and whether any individuals can be identified who were subjected to the alleged harassment.
3. Initial Interview with Student: When a student or parent/guardian has complained or provided information about sexual harassment, the Coordinator/ Principal shall describe the district's grievance procedure and discuss what actions are being sought by the student in response to the complaint. The student who is complaining shall have an opportunity to describe the incident, identify witnesses who may have relevant information, provide other evidence of the harassment, and put his/ her complaint in writing. If the student requests confidentiality, he/ she shall be informed that such a request may limit the district's ability to investigate.
4. Investigation Process: The Coordinator/ Principal shall keep the complaint and allegation confidential, except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964) The Coordinator/ Principal shall interview individuals who are relevant to the investigation, including, but not limited to, the student who is complaining, the person accused of harassment, anyone who witnessed the reported harassment, and anyone mentioned as having relevant information. The Coordinator/ Principal may take other steps such as reviewing any records, notes, or statements related to the harassment or visiting the location where the harassment is alleged to have taken place. When necessary to carry out his/ her investigation or to protect student safety, the Coordinator/ Principal also may discuss the complaint with the Superintendent or designee, the parent/guardian of the student who complained, the parent/guardian of the alleged harasser if the alleged harasser is a student, a teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth, law enforcement and/ or child protective services, and district legal counsel or the district's risk manager. (cf. 5141.4 - Child Abuse Prevention and Reporting)
5. Interim Measures: The Coordinator/ Principal shall determine whether interim measures are necessary during and pending the results of the investigation, such as placing students in separate classes or transferring a student to a class taught by a different teacher.
6. Optional Mediation: In cases of student-on-student harassment, when the student who complained and the alleged harasser so agree, the Coordinator/ Principal may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator, or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree, and he/ she shall be advised of the right to end the informal process at any time. (cf. 5138 - Conflict Resolution)

7. Factors in Reaching a Determination: In reaching a decision about the complaint, the Coordinator/ Principal may take into account:

- a. Statements made by the persons identified above
- b. The details and consistency of each person's account
- c. Evidence of how the complaining student reacted to the incident
- d. Evidence of any past instances of harassment by the alleged harasser
- e. Evidence of any past harassment complaints that were found to be untrue

To judge the severity of the harassment, the Coordinator/Principal may take into consideration:

- a. How the misconduct affected one or more students' education
- b. The type, frequency, and duration of the misconduct
- c. The identity, age, and sex of the harasser and the student who complained, and the relationship between them
- d. The number of persons engaged in the harassing conduct and at whom the harassment was directed
- e. The size of the school, location of the incidents, and context in which they occurred
- f. Other incidents at the school involving different students

8. Written Report on Findings and Follow-Up: No more than 30 days after receiving the complaint, the Coordinator/Principal shall conclude the investigation and prepare a written report of his/ her findings. This timeline may be extended for good cause. If an extension is needed, the Coordinator/ Principal shall notify the student who complained and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If it is determined that harassment occurred, the report shall also include any corrective actions that have or will be taken to address the harassment and prevent any retaliation or further harassment. This report shall be presented to the student who complained, the person accused, the parents/ guardians of the student who complained and the student who was accused, and the Superintendent or designee.

In addition, the Coordinator/ Principal shall ensure that the harassed student and his/her parent/guardian are informed of the procedures for reporting any subsequent problems. The Coordinator/ Principal shall make follow-up inquiries to see if there have been any new incidents or retaliation and shall keep a record of this information.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti
2. Providing training to students, staff, and parents/ guardians about how to recognize harassment and how to respond
3. Disseminating and/ or summarizing the district's policy and regulation regarding sexual harassment
4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to parents/ guardians and the community
5. Taking appropriate disciplinary action

In addition, disciplinary measures may be taken against any person who is found to have made a complaint of sexual harassment which he/ she knew was not true.

Notifications

A copy of the district's sexual harassment policy and regulation shall :

1. Be included in the notifications that are sent to parents/ guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)
2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted, including school web sites (Education Code 231.5)
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session (Education Code 231.5)
4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
5. Be included in the student handbook
6. Be provided to employees and employee organizations

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

In cooperation with teachers, students, and parents/guardians, the principal or designee may establish school rules governing student dress and grooming which are consistent with law, Board policy, and administrative regulations. These school dress codes shall be regularly reviewed.

The following guidelines shall apply to all regular school activities:

1. Clothing, jewelry, and personal items shall be free of writing, pictures, or any other insignia which is vulgar, lewd, obscene, profane, or sexually suggestive or which promotes the use of alcohol, drugs, tobacco, or other illegal activity.
2. Appropriate shoes must be worn at all times.
3. Hats, caps, and other head coverings shall not be worn indoors.
4. Clothes shall be sufficient to conceal undergarments. See-through tops and bare abdomens are prohibited.

The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

Students shall be allowed to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

This school site shall implement secure ingress (entry) and egress (exit) procedures to maintain campus safety, account for all individuals on school property, and provide rapid response capabilities in the event of an emergency or threat. These procedures are reviewed annually and revised as needed based on drills, safety audits, and collaboration with local law enforcement and emergency personnel.

1. Daily Campus Access Procedures

- All campus entrances and exits shall be clearly marked and monitored.
- Single Point of Entry: During school hours, access to the campus shall be limited to one monitored entrance, typically the main office or administration building.
- Visitor Check-In:
 - o All visitors must enter through the main entrance and sign in at the front office.
 - o Visitors will be required to present valid identification and wear a visitor badge at all times while on campus.
 - o Staff are trained to report any individual on campus without a visitor badge.
 - Student Arrival and Departure:
 - o Designated drop-off and pick-up zones are supervised during arrival and dismissal times.
 - o Staff are stationed to monitor crosswalks, loading zones, and pedestrian traffic.
 - o Late arrivals and early dismissals must be processed through the front office and require verification by a parent/guardian or

emergency contact.

2. Emergency Ingress and Egress Procedures

- Evacuation Routes:
 - o Each classroom and major area of campus has posted evacuation maps indicating primary and secondary egress routes.
 - o All evacuation routes are kept clear of obstructions and are accessible to individuals with disabilities.
 - o Drills are conducted regularly to ensure all students and staff can exit quickly and safely.
- Ingress During Emergency Response:
 - o In the event of a lockdown, shelter-in-place, or other emergency, all gates and doors will be secured to prevent unauthorized entry.
 - o Emergency personnel (e.g., law enforcement, fire department) will be granted access through a designated emergency access point, coordinated by the school's Incident Commander or designee.
- Controlled Reentry:
 - o After an evacuation or lockdown, reentry will be permitted only after the "all clear" is given by emergency services and the school's Incident Commander.
 - o A sweep of all rooms and restrooms will be conducted prior to reentry.
 - o Student reunification will follow the site's Student Release and Reunification Plan.

3. Special Event and After-Hours Procedures

- For school events open to the public (e.g., performances, sports games, parent nights):
 - o Clearly designated entrances and exits will be used and monitored by staff or security.
 - o Signage and barriers will direct traffic flow.
 - o Emergency exits will be clearly illuminated and unobstructed.
 - o Additional staff or security personnel may be assigned for crowd management.

4. Coordination with Emergency Responders

- Local emergency services are provided with:
 - o Up-to-date campus maps with marked ingress and egress points
 - o Emergency gate keys or codes, as appropriate
 - o Periodic opportunities to participate in drills or site walkthroughs

5. Review and Maintenance

- Ingress and egress procedures are reviewed:
 - o At the beginning of each school year
 - o After each emergency drill or real incident
 - o As part of the school's annual CSSP update
- Facilities staff and site administrators regularly inspect:
 - o Gates, doors, locks, and signage
 - o ADA accessibility of evacuation paths
 - o Emergency lighting and alarms along exit routes

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

During the school year, staff will participate in activities regarding student achievement and social development.

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
	Professional Development/Collaboration days will be offered to provide time for District and Site articulation and training in areas of student achievement and social emotional learning and restorative practices including PBIS strategies.	Staff Development meeting time and funds for professional development opportunities	Principal	a. Log of team meeting dates b. Collection of team meeting minutes c. Event attendance records d. Discipline records e. PTC minutes/Treasurer reports f. Surveys
	School will continue to develop their website that will include webpages for all teachers and other department info for the community.	Staff Development meeting time and funds for professional development opportunities	Principal	a. Log of team meeting dates b. Collection of team meeting minutes c. Event attendance records d. Discipline records e. PTC minutes/Treasurer reports f. Surveys
	School Counselor will run meetings with students individually, in groups, and do whole class presentations.	Funds for professional development opportunities	Counselor and Principal	a. Log of team meeting dates b. Collection of team meeting minutes c. Event attendance records d. Discipline records e. PTC minutes/Treasurer reports f. Surveys
	Step Up to Writing training will be offered to all teaching staff.	Staff Development meeting time and funds for professional development opportunities	Principal	a. Log of team meeting dates b. Collection of team meeting minutes c. Event attendance records d. Discipline records e. PTC minutes/Treasurer reports f. Surveys

Objectives	Action Steps	Resources	Lead Person	Evaluation
	“Comfort Corners” or “Reset Stations” will be implemented in classrooms (K-5) providing a place for students to reset or regulate their behavior and focus.	Staff Development meeting time and funds for professional development opportunities	Principal	Student discipline records
	Staff will have opportunities to participate in social events sponsored by the site and PTC.		Principal / PTC	

Component:

100% of teachers will collaborate over assessments, teaching units, and other student data.

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
	Meetings with teachers to make sure standards and curriculum are being taught.	Collaboration Days	Principal	
	Teachers will meet and collaborate as a grade level across the District and together as a site.	Collaboration Days	Principal	
	Focus on developing enrichment for students that need to be challenged.	Collaboration Days	Principal	
	Teachers will meet to create and evaluate Distance Learning instruction and activities/assignments.	Collaboration Days	Principal	
	Teachers will be given planning time to focus on their GLAD units and lessons.	Collaboration Days	Principal	
	Teachers will analyze their formative and summative assessment data and apply the analysis to the planning of their instruction and pacing.	Assessment Days	Principal	
	Teachers will identify students that would benefit from participating in a "Greatness Group" to encourage social emotional skills.	Assessment Days	Principal	

Component:

100% of the students performing below standards on progress reports and/or report cards will be offered the opportunity to attend school tutoring and/or receive intervention during the school day.

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Rescue Elementary School Student Conduct Code

Conduct Code Procedures

The Governing Board believes that all students have the right to be educated in a safe and positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using district transportation.

The Superintendent or designee shall ensure that each school develops standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption
3. Conduct that disrupts the orderly classroom or school environment
4. Willful defiance of staff's authority
5. Damage to or theft of property belonging to students, staff, or the district.
6. Obscene acts or use of profane, vulgar, or abusive language
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited substances
8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose with prior permission of the principal or designee (Penal Code 417.27)
9. Use of a smartphone or other mobile communication device in an unauthorized manner
10. Plagiarism or dishonesty on school work or tests
11. Wearing of any attire that violates district or school dress codes, including gang-related apparel
12. Tardiness or unexcused absence from school
13. Failure to remain on school premises in accordance with school rules
14. Other conduct prohibited by Education Code 48900-48915-48915

Employees are expected to enforce standards of conduct and when they observe or receive a report of a violation of these standards, to appropriately intervene, or seek assistance. As necessary, the employee shall refer the matter to a supervisor or the principal or designee.

When a school employee suspects that a search of a student or a student's belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with Board Policy and Administrative Regulation 5145.12 - Search and Seizure.

When a student uses any prohibited device, or uses a permitted device in an unauthorized manner, a district employee may confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or cocurricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during nonschool hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

(K) Hate Crime Reporting Procedures and Policies

The Governing Board is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents if they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. Such collaborative efforts shall focus on ensuring an efficient use of district and community resources, developing effective prevention strategies and response plans, providing assistance to students affected by hate-motivated behavior, and/or educating students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that includes the development of social-emotional learning, promotes their understanding of and respect for human rights, diversity, and acceptance in a multicultural society, and provides strategies to manage conflicts constructively.

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

The Superintendent or designee shall ensure that the rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident are provided to students and parents/guardians.

The Superintendent or designee shall provide staff with training on recognizing and preventing hate-motivated behavior and on effectively enforcing rules for appropriate student conduct.

Complaint Process

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly encouraged to report the incident to a teacher, the principal, or other staff member.

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the principal or the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, he/she shall also contact law enforcement.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Anonymous reporting for hate crimes or any other crimes can be reported through the school We-Tip reporting portal that can be found on the District or school website.

(J) Procedures to Prepare for Active Shooters

1. Prevention and Awareness

- Promote a safe school climate through:
- Positive Behavior Interventions and Supports (PBIS)
- School-wide anti-bullying efforts
- Mental health services and threat assessment procedures
- Encourage the use of anonymous reporting tools for students and staff to report threats or concerning behavior (e.g., see something, say something).
- Conduct behavioral threat assessments for students exhibiting concerning behaviors, in coordination with the district threat assessment team and law enforcement if necessary.

2. Staff and Student Training

- Provide annual training for all staff on:
- Recognizing warning signs of potential violence
- Emergency procedures and lockdown protocols
- Use of Run-Hide-Fight or SRP-based strategies
- Provide age-appropriate drills and education for students to ensure understanding without trauma or fear.
- Ensure training is trauma-informed and inclusive of students with disabilities, English learners, and other vulnerable populations.

3. Coordination with First Responders

- Maintain up-to-date campus maps, master keys, and emergency contact lists in the school's emergency kits.
- Work with local law enforcement and fire departments to:
- Develop and review tactical response plans
- Conduct joint drills or tabletop exercises
- Establish unified command procedures under ICS (Incident Command System)

Procedures for Preventing Acts of Bullying and Cyber-bullying

The school provides resources for parents, administrators, and students on how bullying can be prevented and addressed. Resources include publications, sample policies, and frequently asked questions.

Bullying is a form of violence. It can be physical, verbal, psychological, or sexual. Here are some examples of bullying:

- Physical: hitting, kicking, spitting, pushing
- Verbal: teasing, threatening, name-calling
- Psychological: excluding someone, spreading rumors, intimidating
- Sexual: touching, assault, exhibitionism, and many of the actions listed above

Bullying may also occur through the Internet or other forms of technology. This is known as cyberbullying. It is sending or posting hurtful material.

Bullying is common, but it should not be viewed as a normal part of growing up. It is more damaging to children than previously thought. Bullying has a negative effect on a student's ability to learn.

Schools are responsible for creating safe environments for all students. They must work to prevent bullying, and they must respond to it when it happens.

The California Department of Education offers information and resources for parents, administrators, and students about bullying. A Community Responsibility

Bullying is such a long-established behavior in our society and schools that it has often been ignored as "a normal part of growing up." However, research has shown that there are severe long-term consequences for both the targets and the bullies. Further, severe reactions to bullying have been cited as one of the causes of the extremely violent incidents on school campuses that have received so much media attention in recent years.

Fortunately, well-documented research has been done which provides techniques for preventing bullying, responding to incidents of bullying, and dealing with its long term consequences. The key elements of a bullying prevention program are:

- Raising awareness of bullying through actions such as surveys of prevalence and role-playing events at assemblies.
- Formation of a bullying prevention committee which represents the entire school community and which is responsible for choosing and implementing a prevention program.
- Defining bullying and making it clear to all staff and students that it is unacceptable.
- Adapt and implement bullying prevention policies.
- Training all members of the school community in the appropriate responses to observed incidents of bullying.
- Providing counseling for persistent bullies, targets, and their parents/guardians.
- Regular review of effectiveness of the anti-bullying program.

There are a number of resources available which contain detailed information about comprehensive bullying prevention programs. These research-based programs describe the elements above, and also contain:

- Broadly conceived definitions of bullying, including behaviors such as social ostracism in addition to the traditionally-considered physical dominance behaviors.
- Bullying prevalence questionnaires.
- Appropriate interventions for bullying situations, and for chronic bullies and targets.

Opioid Prevention and Life-Saving Response Procedures

In response to the growing opioid crisis and the presence of synthetic opioids such as fentanyl in the community, this school recognizes the urgent need to prepare staff and students with the tools and knowledge to prevent overdose deaths. The school shall maintain naloxone (Narcan) on campus and ensure trained staff are available to administer it in case of a suspected opioid overdose. Prevention education will also be implemented as part of the health curriculum and student wellness efforts.

1. Prevention and Education

- Age-appropriate opioid prevention education shall be incorporated into middle school health instruction, in alignment with the California Health Education Framework.
- Instruction may include:
 - o Risks of prescription and synthetic opioids (e.g., fentanyl)
 - o Dangers of counterfeit pills
 - o The importance of seeking help for substance use
 - o Information on how to respond to an overdose
 - The school may partner with community-based organizations, county health departments, or school resource officers (SROs) to support prevention programming and distribute educational materials.

2. Naloxone (Narcan) Availability

- The school shall maintain readily accessible naloxone kits on campus, located in:
 - o The health office or nurse's station
 - o AED (Automated External Defibrillator) boxes (if applicable)
 - o Other high-traffic or high-risk areas as designated by administration
 - The district will ensure that:
- o Naloxone is stored properly per manufacturer guidelines
- o Expired doses are safely discarded and replaced
- o Inventory is tracked annually

3. Staff Training and Responsibilities

- Designated school personnel (e.g., nurses, administrators, security staff, select teachers) shall receive annual training in:
 - o Recognizing signs of opioid overdose (e.g., unresponsiveness, slow or no breathing, blue lips or fingernails, gurgling sounds)
 - o Proper storage, handling, and administration of naloxone
 - o Basic first aid and CPR procedures
 - o 911 activation and emergency reporting
 - Training is provided in accordance with Education Code §49414.3 and includes hands-on or video-based instruction.

4. Emergency Response Procedures

If a Suspected Opioid Overdose Occurs:

1. Call 911 immediately
2. Administer naloxone (Narcan) as trained
 - o Follow dosage instructions (usually 1 spray into one nostril)
 - o If no improvement in 2–3 minutes, a second dose may be given
3. Begin CPR if the individual is not breathing or does not have a pulse
4. Stay with the person until emergency responders arrive
5. Notify the school administrator or designee immediately

After the Incident:

- Document the incident and naloxone usage as required by district policy
- Notify the parent/guardian if the individual is a student
- Offer referral to counseling or substance use resources

5. Coordination with Local Health and Emergency Services

- The school will coordinate with:
 - o Local public health departments for naloxone acquisition, education, and training resources
 - o Law enforcement and emergency medical services (EMS) for appropriate response protocols
 - Schools may participate in opioid response networks or county overdose prevention coalitions

6. Confidentiality and Student Support

- Students involved in an opioid-related emergency or requesting help will be treated with compassion and confidentiality, and shall not face punitive discipline solely for a medical emergency.
- The school will offer connections to:
 - o Substance use counseling
 - o Mental health resources
 - o Community treatment programs

7. Legal Protection and Good Samaritan Laws

- Under California's Good Samaritan laws (Health & Safety Code §1799.102), individuals who administer naloxone in good faith during a suspected overdose are protected from legal liability.
- Students and staff are also protected when seeking emergency medical help during an overdose, even if illegal substances are involved, under AB 472 – The 911 Good Samaritan Law.

Response Procedures for Dangerous, Violent, or Unlawful Activities

All school staff must report and respond to incidents involving threats to school safety, including but not limited to acts of violence, possession of weapons, criminal behavior, gang activity, and illegal substance use. School staff will follow these procedures in collaboration with law enforcement, site administrators, and district safety teams, consistent with legal obligations and student rights.

1. Types of Dangerous or Unlawful Activities Addressed

- Physical altercations or assaults
- Threats of violence, including written or verbal threats
- Weapons possession or use
- Drug or alcohol possession or distribution
- Vandalism or destruction of school property
- Gang-related activity or intimidation
- Hate crimes or bias-motivated threats
- Sexual harassment or misconduct
- Trespassing or unauthorized individuals on campus

2. Immediate Staff Response

- Ensure safety first: Call 911 if there is an immediate threat to life or serious injury.
- Notify the principal or site administrator immediately.
- Do not attempt to physically intervene in violent altercations unless trained and it is necessary to prevent harm.
- Use the school's emergency communication system (e.g., PA system, radio, phone) to alert others if appropriate.

3. Incident Containment and Student Protection

- Move bystanders and uninvolved students to a safe area.
- If needed, initiate:
 - o Lockdown (for armed or violent intruder situations)
 - o Shelter-in-Place (for threats in the surrounding community)
 - o Evacuation (for bomb threats, fires, or hazardous materials)
 - Supervise all students under staff care until the all-clear is given.

4. Notification and Coordination

- Contact appropriate agencies:
 - o Law enforcement for criminal or violent activity
 - o District office safety coordinator or student services
 - o Child Protective Services (CPS) if child abuse is suspected
 - Secure and preserve evidence (e.g., written threats, surveillance footage, contraband) without handling more than necessary.
 - Complete an incident report within 24 hours of the event.

5. Investigation and Disciplinary Response

- The site administrator will initiate an investigation per district policy.
- Disciplinary action will be taken in accordance with:
 - o California Education Code §48900–48915
 - o District disciplinary guidelines
 - o Due process rights of students
 - Law enforcement will handle any criminal charges or citations independently of school discipline.

6. Communication to Families and Community

- Parents/guardians of involved students will be notified as soon as appropriate.
- Broader communication to the school community will be coordinated by the district’s Public Information Officer (PIO) to ensure accurate, lawful, and trauma-sensitive messaging.

7. Support Services

- Provide access to:
 - o School counselors or psychologists
 - o Crisis response or mental health teams
 - o Restorative justice or conflict resolution programs (as applicable)
 - Offer debriefing and support for affected students, staff, and families.

8. Documentation and Review

- Maintain confidential records of:
 - o The incident
 - o Actions taken
 - o Law enforcement involvement
 - o Parent/guardian notifications
 - Each incident will be reviewed by the school safety committee to assess response effectiveness and update procedures if needed.

9. Prevention and Training

- Staff shall receive annual training in:
 - o De-escalation techniques
 - o Threat recognition and reporting
 - o Safe response to violent behavior
 - o Student rights and legal mandates
 - Schools shall implement:
 - o School-wide behavior expectations (e.g., PBIS)
 - o Anonymous reporting systems
 - o Early intervention protocols for students exhibiting concerning behavior

Instructional Continuity Plan

Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on June 4, 2025 and adopted by Rescue Elementary School on June 10, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Rescue Elementary School will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media
- Flyers

These communication strategies not only support emergency response efforts, but also strengthen ongoing collaboration between home and school. By prioritizing two-way communication, the Rescue Union School District ensures that families are informed, supported, and engaged—helping to foster student stability, emotional well-being, and continuity of learning throughout any disruption.

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

Rescue Elementary School recognizes that unforeseen events—such as power outages, natural disasters, or damage to school or district infrastructure—can significantly impact our ability to maintain consistent two-way communication with students and families. As part of our Learning Continuity Plan, we have developed contingency strategies to ensure that communication remains as accessible and responsive as possible during these challenging times.

When digital communication methods such as email, SMS, and the district website may be temporarily unavailable due to technical disruptions, our staff will activate alternative approaches and prioritize methods that do not rely on internet access or electricity. These include:

Utilizing Mobile Networks for SMS and Phone Calls: In areas where mobile service remains intact, the district will continue to use text messages and phone calls as the primary means of communication with families.

Posting Information at Central Locations: Physical flyers and notices may be posted at key community locations such as school entrances, district offices, and local gathering places when safe to do so.

Radio or Local News Alerts: If applicable and feasible, important messages may be relayed through local radio stations or community news outlets to reach a broader audience.

Coordination with Emergency Services: The district may also work with local emergency management agencies to disseminate critical information and updates to families through established public communication channels.

Home Visits in Extreme Cases: In the event of prolonged outages and when other methods are inaccessible, site administrators or designated staff may conduct wellness checks or deliver printed information directly to homes, conditions permitting and with safety as the top priority.

Through these contingency measures, Rescue Union School District strives to maintain clear and compassionate communication—even under the most difficult circumstances. These efforts reflect our unwavering commitment to student safety, continuity of instruction, and maintaining strong family-school partnerships, no matter the situation.

Support for Special Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

Rescue Elementary School is deeply committed to nurturing the whole child by providing comprehensive support systems that address not only academic success, but also the social-emotional and mental health needs of every student. We understand that in order for students to thrive in their learning environments—whether in person or during periods of instructional disruption—they must feel safe, supported, and connected.

To ensure our students receive the care and guidance they need, we have a well-established network of professionals across all school sites, including:

School Counselors who deliver classroom lessons, individual support, and small group counseling to promote emotional regulation, social skills, conflict resolution, and healthy decision-making.

School Behaviorists who provide targeted behavioral interventions and collaborate with staff to implement positive behavior supports and response strategies.

School Psychologists who assess and support students' learning needs, provide mental health counseling, and contribute to individualized education plans and crisis intervention efforts.

School Nurses who offer health screenings, manage chronic conditions, respond to student health concerns, and serve as critical links in coordinating care and referrals to outside providers.

Special Education Teams including teachers, instructional aides, speech and language pathologists, occupational therapists, and other specialists who work collaboratively to provide individualized services and ensure access to curriculum for students with disabilities.

In addition to individual supports, the district utilizes evidence-based programs and initiatives to create safe and inclusive school climates. These include social-emotional learning (SEL) curricula, character education, and wellness initiatives designed to build resilience, empathy, and a positive sense of self in all students.

During times of crisis or remote learning, our staff remains in close contact with families and students to ensure continuity of services. Tele-counseling, virtual IEP meetings, home check-ins, and digital learning support are all strategies used to maintain strong, student-centered connections, regardless of setting.

Through these efforts, Rescue Union School District ensures that every child—no matter their circumstances—has access to a caring, capable team of professionals dedicated to their well-being and success.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction.

As required, Rescue Elementary School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements.

As required, Rescue Elementary School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Remote Instruction

Plans for remote instruction.

As required, Rescue Elementary School remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

Plans for remote learning will include:

- * Daily interaction with teachers for all students,
- * Synchronous and asynchronous learning activities,
- * Standards-aligned instruction delivered through digital platforms, and
- * Regular progress monitoring and feedback to students and families.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

To ensure students can fully engage in learning, Rescue Union School District will provide both digital and non-digital instructional materials based on student needs. These materials may be distributed through:

- * On-site pickup or drive-through distribution events,
- * Delivery to homes when transportation is a barrier,
- * Downloadable resources through the district or school websites, and
- * Printed packets for families without reliable internet access.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Students will access lessons and submit assignments using familiar digital platforms:

- * Google Classroom will serve as the primary platform for all grade levels to access instructional content, submit assignments, and communicate with teachers.
- * Jupiter Ed will also be utilized at the middle school level for assignment tracking, communication, and grading.

- * Teachers and staff will provide training and ongoing support to students and families on how to navigate these platforms.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Rescue Elementary School provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

In the event that a school closure extends beyond the district's capacity to resume instruction, students may be temporarily reassigned to neighboring local education agencies (LEAs). This will be done in collaboration with the El Dorado County Office of Education and surrounding districts. Procedures for temporary reassignment will include:

- * Parent and guardian notification and consent,
- * Coordination of transportation and services,
- * Continuity of academic records and supports (including IEPs and 504 Plans), and
- * Transition back to the home school once conditions allow.

These plans reflect our district's strong commitment to maintaining educational continuity, minimizing learning loss, and supporting students and families during times of uncertainty.

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Timely and transparent communication is essential during any instructional transition. To keep students, families, staff, and faculty informed:

Communication Methods: The district will use a combination of SMS (text messages), phone calls, email, Google Classroom announcements, district and school websites, social media platforms, and printed flyers when needed.

Timelines and Frequency: Major updates will be communicated within 24–48 hours of any change in instructional delivery. Ongoing updates, resources, and instructions will be provided at least weekly, with immediate alerts issued for urgent matters.

Audience-Specific Outreach: Separate communication streams will be maintained for families, students, staff, and faculty to ensure that all stakeholders receive relevant and targeted information.

Tehnological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

To support a rapid pivot from in-person to remote learning, the district has invested in tools, training, and infrastructure that prepare both students and educators for success in a digital environment.

Device Access: All students in grades 1–8 are assigned Chromebooks, while students in Transitional Kindergarten and Kindergarten have access to iPads. Devices are distributed at the start of the year and as needed during emergencies.

Internet Connectivity: The district provides support for families who lack internet access, including Wi-Fi hotspots or coordination with internet service providers for low-cost options.

Online Platforms: Students and teachers utilize Google Classroom for accessing assignments, instructional content, and class communication. Jupiter Ed is also used in middle schools for assignment tracking and communication.

Educator Readiness: Teachers receive regular professional development on digital tools, remote instructional strategies, and the implementation of Independent Study in alignment with California Education Code sections 51747 and 51749.5.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

During a shift to remote instruction, the district ensures continuity of learning by prioritizing essential academic standards and maintaining rigorous expectations.

Essential Learning Prioritization: Grade-level and subject-area teams identify standards-aligned learning objectives that are most critical for student success and progression.

Monitoring Progress: Teachers use formative and summative assessments, assignment completion rates, and direct student feedback to monitor progress and adjust instruction accordingly.

Support Services: To support ongoing learning, the district offers:

- * Virtual office hours and drop-in help sessions,
- * Scheduled check-ins for students needing additional guidance,
- * Small group or one-on-one tutoring, and
- * Continued access to intervention programs and academic specialists.

Through these coordinated efforts, Rescue Union School District ensures that all students remain connected, supported, and engaged in their learning, regardless of the instructional format. Our instructional continuity planning reflects the district's deep commitment to equity, academic excellence, and the well-being of our students.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

In the event of an emergency or disaster that prevents in-person instruction, Rescue Elementary School is committed to ensuring that all students, including students with disabilities, continue to have equal access to instructional resources and support.

All students will transition to a robust distance learning model using district-provided Chromebooks for all students in grades 1–5 and iPads for all students in Transitional Kindergarten and Kindergarten. Online platforms such as Google Classroom, Benchmark Advance, Go Math, Twig Science, IXL, Reflex Math, and Accelerated Reader will be utilized to deliver standards-based instruction, maintain academic continuity, and differentiate support based on students' needs.

Students with disabilities will continue to receive services outlined in their Individualized Education Programs (IEPs) through virtual platforms. Special education teachers, aides, related service providers, and general education teachers will collaborate regularly via online meetings to ensure that accommodations, modifications, and direct services are maintained. IEP meetings will be held virtually to ensure ongoing compliance with IDEA requirements, and services such as speech therapy, counseling, and occupational therapy will be provided remotely when feasible.

English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

English learners (ELs) will continue to receive designated and integrated English Language Development (ELD) instruction through online small groups and individual sessions with credentialed teachers. Instruction will remain aligned to the California English Learner Roadmap Policy, ensuring students have full access to grade-level academic content, scaffolded supports to develop English proficiency, and culturally and linguistically sustaining practices. Regular monitoring of language acquisition progress will occur through formative assessments and ELPAC testing, with ongoing communication with families in their preferred languages. Through these comprehensive strategies, Rescue Elementary School will ensure that all students continue to learn, grow, and stay connected during emergency or disaster closures, with special attention to our most vulnerable populations.

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

The district will offer ongoing professional development focused on essential areas such as:

- * Effective Remote Instructional Strategies: Training sessions on how to engage students in a virtual environment, including best practices for synchronous and asynchronous learning.
- * Technology Tools and Platforms: Workshops and tutorials on the effective use of Google Classroom, Jupiter Ed (for middle schools), Zoom, and other digital tools used for instruction, communication, and assessment.
- * Independent Study Requirements: Guidance on meeting California Education Code sections 51747 and 51749.5, including how to implement attendance documentation, daily engagement, and student participation requirements.
- * Assessment in a Remote Environment: Strategies for administering formative and summative assessments virtually, monitoring student progress, and providing feedback to support learning.
- * Social-Emotional Learning (SEL) and Student Engagement: Training on integrating SEL practices into remote instruction to maintain student connection, well-being, and motivation.

Professional development will be offered in multiple formats—including live virtual workshops, on-demand recorded sessions, and hands-on coaching—to meet the varied needs of our educators.

Resources for Staff

To support ongoing learning and immediate application of skills, the district will provide:

- * A digital resource library with tutorials, templates, and instructional guides,
- * Access to help desks and tech support teams during instructional hours,
- * Sample lesson plans and digital curriculum resources aligned to state standards, and
- * Collaboration opportunities through professional learning communities (PLCs) to share best practices and innovative solutions.

Through these comprehensive professional learning systems and supports, Rescue Union School District ensures that teachers and staff are well-equipped to maintain instructional excellence and student engagement, even during the challenges presented by an emergency or shift to remote learning.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

In the event of an emergency or natural disaster, Rescue Union School District is committed to maintaining the physical and mental health support systems that are essential to student and family well-being. The district has developed comprehensive plans to ensure ongoing access to critical health services, educational supports, and basic needs assistance—both during in-person instruction and adapted for remote or hybrid learning environments.

Access to Physical and Mental Health Professionals

The district will continue to provide access to a full range of health professionals, including:

- * School Nurses who support the physical health needs of students, provide medication management, health screenings, and respond to medical emergencies.
- * School Counselors, Behaviorists, and Psychologists who offer mental health counseling, crisis intervention, social-emotional support, and behavioral consultation.
- * Multilingual Staff and Services: To ensure equitable access, the district will make available staff and interpreters who can provide mental health and health services in languages other than English, supporting the needs of our diverse student population.

Virtual telehealth services, phone consultations, and translated communications will be available when face-to-face services are not possible.

Plans to provide access back-up, water and medicines in the event of an emergency.

In preparation for emergencies, each school site maintains backup water supplies, non-perishable food, and essential medicines (in accordance with student health plans). Emergency supply inventories are regularly updated and reviewed, and school nurses coordinate medication needs to ensure continuity of care during extended disruptions.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Rescue Elementary School's plan ensures that other critical student support services continue, even during transitions to remote or hybrid learning:

- * Special Education Services: Students with Individualized Education Programs (IEPs) and Section 504 Plans will continue to receive services, supports, and accommodations through virtual meetings, teletherapy sessions, home visits (if necessary and safe), and online specialized instruction.
- * Counseling and Wellness Services: Regular check-ins, virtual counseling sessions, small group social-emotional lessons, and crisis response services will be maintained.
- * Expanded Learning (After-School Programs): If in-person after-school programs are disrupted, the district will offer virtual after-school engagement opportunities, including academic tutoring, enrichment activities, and social clubs.
- * Nutrition Services: Kitchens and food services will remain operational to the extent possible, with adaptations including grab-and-go meal distribution, meal delivery options, or other approved community meal programs for students during periods of remote learning or extended school closures.

Through these coordinated efforts, Rescue Elementary School ensures that every student continues to have access to the essential services they need to thrive—academically, physically, and emotionally—no matter the circumstances.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents in the development and implementation of this ICP.

Rescue Elementary School strongly believes that the success of the Instructional Continuity Plan relies on collaboration with all members of our school community. The development and implementation of this plan reflect the input and shared expertise of administrators, faculty, information technology staff, students, and parents, ensuring a plan that is both comprehensive and responsive to the needs of all stakeholders.

To gather meaningful feedback during the development of this plan, the district utilized several established engagement tools:

- * Culture and Climate Survey: Students across the district participated in the annual Culture and Climate Survey, providing valuable feedback on their experiences related to school safety, belonging, engagement, and emotional well-being. Their input helped shape priorities for maintaining connection and support during times of disruption.
- * LCAP Survey: Families were invited to share their perspectives through the district's Local Control and Accountability Plan (LCAP) Survey. Responses highlighted family priorities around communication, academic support, access to technology, and social-emotional learning, all of which are reflected in the plan's strategies.

* Department Services and Employee Services Surveys: Faculty and staff provided critical feedback through the Department Services and Employee Services Surveys, sharing insights into the operational needs, professional development priorities, and resources necessary to maintain instructional quality and student support during emergencies.

In addition to these surveys, School Site Councils—which include administrators, teachers, parents, and community members—were given opportunities to review, discuss, and provide input on the draft Instructional Continuity Plan. This collaborative process ensures that the voices of our school communities are not only heard but integrated into the decision-making and action steps outlined in the plan.

By incorporating this broad base of feedback, Rescue Union School District's Instructional Continuity Plan is firmly rooted in the shared commitment to providing safe, supportive, and effective learning environments for every student, even in the face of unexpected challenges.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

Rescue Elementary School is committed to ensuring that any return to in-person learning following a disruption due to an emergency or disaster is safe, organized, and supportive for students, staff, and families. Our decision-making will be guided by a focus on health, safety, and the well-being of our entire school community.

The following conditions must be met before reopening school sites for in-person instruction:

- * Facility Safety Inspections: School facilities must undergo thorough inspections to ensure that buildings, grounds, and essential systems (e.g., electrical, HVAC, water) are safe, operational, and compliant with local, state, and federal safety standards.
- * Clearance by Local Authorities: The district will coordinate closely with local health departments, fire marshals, and emergency management agencies to receive clearance that it is safe to reopen.
- * Availability of Essential Utilities and Supplies: Schools must have stable access to clean water, electricity, internet connectivity, and emergency supplies, including food and medical resources, to meet student and staff needs.
- * Restoration of Transportation Services: Student transportation must be available and safe to resume normal or adjusted operations to ensure access for all students.
- * Staff Readiness and Safety Measures: Adequate staffing must be in place, including access to health and support personnel. Any required health and safety measures, such as personal protective equipment (PPE), cleaning protocols, or health screenings, must also be ready for implementation if conditions warrant.
- * Communication to Families and Staff: Families, students, and employees will receive clear and timely communication outlining reopening plans, updated safety protocols, expectations for attendance, and supports available during the transition.
- * Mental Health and Academic Reentry Supports: Plans will be in place to support the emotional and academic transition back to campus, including counseling services, trauma-informed practices, and academic assessments to determine individual student needs.

In the event that full reopening is not immediately possible, the district may implement a phased reopening plan or temporary hybrid model to prioritize the return of certain groups of students first, such as those with specialized needs, early learners, or students requiring intensive support.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Rescue Elementary School's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Rescue Elementary School's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

- * School Site Councils and Advisory Committees,
- * Survey data from students (Culture and Climate Survey), families (LCAP Survey), and staff (Department and Employee Services Surveys), and
- * Input from school administrators and district leadership teams.

Procedures for Immigration Enforcement Notification

Confirmation Protocol

Detail the specific process and designated staff member (e.g., principal, superintendent) responsible for confirming the presence of immigration enforcement on the schoolsite, which triggers the notification requirement.

Site Administrative staff will confirm the presence of immigration enforcement on the school site to the Superintendent and/or Assistant Superintendent. This notification will trigger the notification requirement.

Required Notification Recipients

The procedures must ensure notification is issued to the following groups:

- Parents and guardians of pupils
- Teachers
- Administrators
- School personnel

Once notification regarding immigration enforcement on a school site is prepared, all stakeholders shall be notified, including parents and guardians, all school site staff (certificated and classified), and administrators.

Notification Timing

Specify the timeline for issuing notification following confirmation, ensuring it aligns with safety goals and minimizes panic.

The site administrator will complete an Immigration Notification Incident Report noting date, time, officer names, documents presented, and actions taken and will submit to the District Office within 24 hours. The notification will be issued to all stakeholders as soon as possible of any immigration enforcement request or contact involving their student, unless prohibited by law.

Safety and Well-being Standard

The content and timing of the notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite.

The safety of students will take precedence over communication. Once safety and an orderly environment have been secured, detailed communication will be sent to all stakeholders that has been approved by the Superintendent or designee.

Privacy Constraint

The notification shall not include any personally identifiable information.

The District shall not release student records or personal information without legal verification and approval by the District Superintendent or Assistant Superintendent, per FERPA and Ed Code §49076.

Notification Methods

Specify the secure methods used for two-way communication to reach the required recipients, such as mass communication systems, email, or school portals, and detail how these methods are maintained.

Communication may be done through Catapult emails, text messages, or phone calls. Additionally, Google Classroom and/or Jupiter Ed may be used at the middle school level.

Resource Provision (Optional but Encouraged)

The notification may include a hyperlink to additional resources for families regarding:

- Educational rights
- State laws that protect parents' and students' privacy and confidentiality
- Counseling or support services (including services that support families impacted by immigration enforcement and model policies adopted by the LEA).

Communication will be limited to information regarding the ICE visit.

Annual Evaluation

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

Public Availability

An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

The School Site Safety plan is available by request only.

State Guidance

Compliance with this plan should align with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website

Safety Plan Review, Evaluation and Amendment Procedures

The Rescue Elementary School comprehensive safety plan will be reviewed, evaluated and amended (if necessary) in January each year.

Pursuant to Education Code Section 35294.6(a), the Rescue Union School District adopts this comprehensive school safety plan at a regular meeting of the Board of Trustees. An opportunity for public comment will be provided during this meeting, prior to the plan's adoption.

Safety Plan Appendices

Emergency Contact Numbers

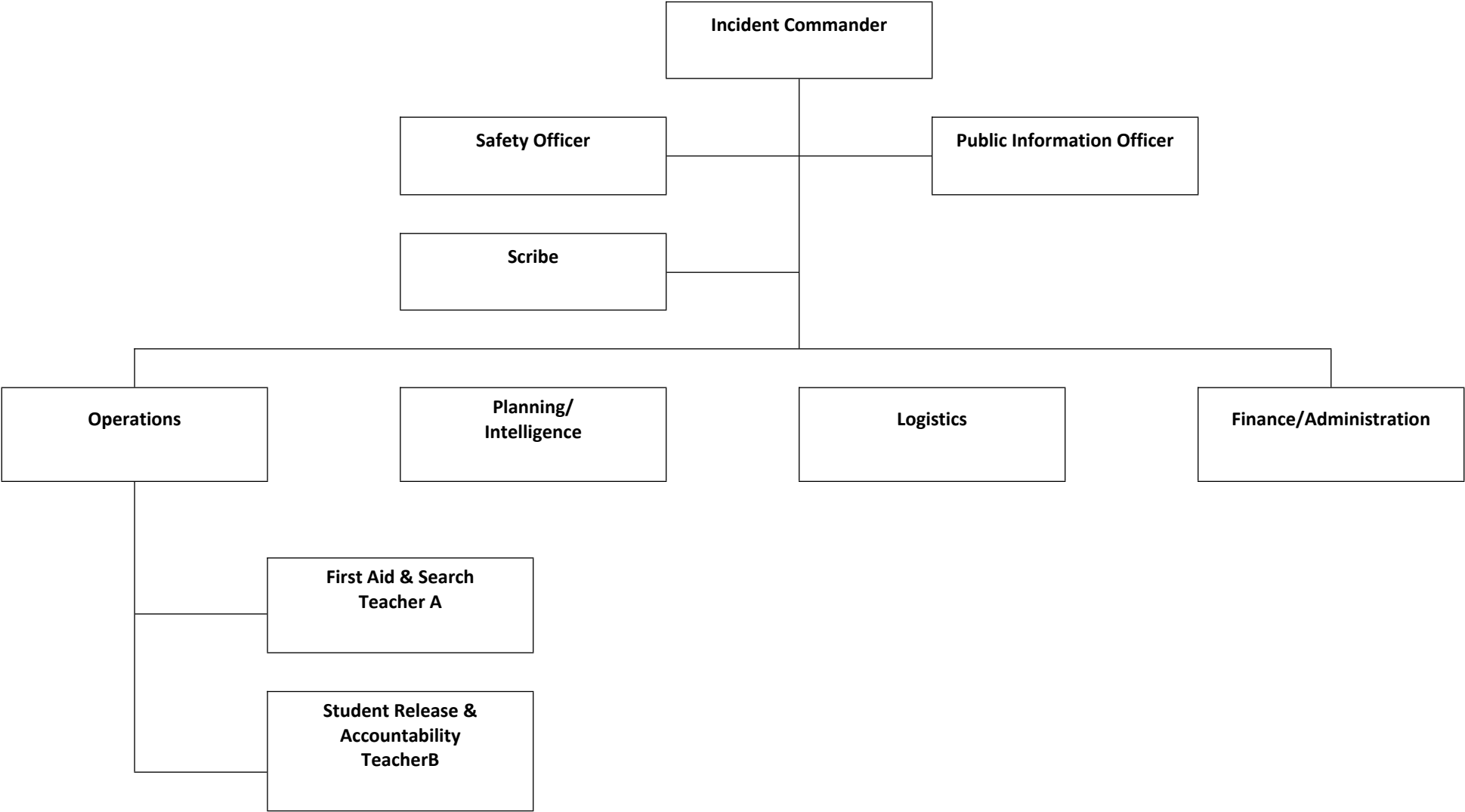
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Rescue Fire Department	530-626-4911	
Law Enforcement/Fire/Paramedic	El Dorado Hills Fire Department	916-933-6623	
Law Enforcement/Fire/Paramedic	Sheriff's Office	530-621-6600	
School District	RUSD District Office	530-677-4461	
School District	RUSD Transportation	530-672-4310	
School District	RUSD Food Service	530-672-4466	
School District	RUSD Facilities/Maintenance	530-672-4300	
School District	RUSD Technology	530-672-4841	
School District	RUSD Special Services	530-672-4830	
Local Hospitals	Marshall Medical Center	530-622-1441	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)

Rescue Elementary School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

The first response to an emergency is to determine the type of emergency that has occurred. Procedures for several different types of emergencies are listed in the following section.

Step Two: Identify the Level of Emergency

The second step in responding to an emergency is to determine the level of emergency. To assist schools in classifying emergency situations there is a three tiered rating below:

- Level 1 Emergency: A minor emergency that is handled by school personnel without the assistance from outside agencies, e.g., a temporary power outage, a minor injury during PE.
- Level 2 Emergency: A moderate emergency that requires assistance from outside agencies, such as a fire or an injury which requires an ambulance.
- Level 3 Emergency: A major emergency event that requires assistance from outside agencies such as a major earthquake, a civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

Step Three: Determine the Immediate Response Action

Once the type and extent of an emergency have been identified, school personnel can determine if an immediate response action is required. The most common immediate response actions initiated during school emergencies are:

- Duck and Cover: Students and staff protect themselves by crouching under a table, desk, or chair until the danger passes.
- Shelter in Place: Students and staff are kept indoors in order to isolate them from the outdoor environment.
- Lock Down: Students and staff are kept in a designated locked area with blinds closed and lights off and sitting quietly until danger has passed, such as an intruder being on campus.
- Evacuate Building: Students and staff are escorted outside to an assembly area if it has been determined that it is too dangerous to remain indoors. Assist individuals who are unable to evacuate on their own to the best of your ability.
- Evacuate Campus: Students and staff are escorted to an off-site assembly area if it has been determined that it is too dangerous to remain on campus. Assist individuals who are unable to evacuate on their own to the best of your ability.
- All Clear: Notification is given that normal school operations should resume.

Step Four: Communicate the Appropriate Response Action

Once the type of immediate response action is determined, the incident commander must immediately inform the site's staff which response action to take. The most important method of communication depends on the response action selected. When announcing what response to take, avoid codes, jargon, or any other potentially confusing vocabulary. Be calm, direct, and clear in your announcements.

- Duck and Cover: Immediately use the site's school-wide communication system to instruct students and staff to protect themselves by moving into a "duck and cover" position by crouching under a table, desk, or chair until the danger passes.

Time is the most urgent matter with this response action as the emergency may take place before the announcement can be made. However, do not assume that all members of the site are already in a "duck and cover" position. Make the announcement even if the immediate crisis has passed.

- **Shelter in Place:** Immediately use the site's school-wide communication system to instruct students and staff that they are to stay indoors until further notice, even if the heating and air conditioning system is disabled.
- **Lock Down:** Immediately use the site's school-wide communication system to instruct staff to lock all exterior doors, to close any open windows along with blinds, and to keep students as far away as possible from any windows until further notice.
- **Evacuate Building:** Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the sites outside assembly area. Assist individuals who are unable to evacuate on their own to the best of your ability.
- **Evacuate Campus:** Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the sites outside assembly area. From there, notify staff and students using a bullhorn that it has been determined that it is too dangerous to remain on campus. Provide instructions on how staff and students will be relocated. Assist individuals who are unable to evacuate on their own to the best of your ability.

Types of Emergencies & Specific Procedures

Aircraft Crash

If an aircraft crashes ON CAMPUS:

- * Sound the fire alarm (if there is no explosion or ongoing danger that would make evacuation hazardous).
- * Call 911 immediately, reporting:
 - * The location and nature of the crash
 - * Any observed injuries or fire
 - * The presence of fuel leaks, smoke, or hazardous materials
- * Evacuate the area quickly and calmly using established evacuation routes, avoiding the crash site.
- * Teachers take emergency backpacks and student rosters.
- * Admin or designee initiates the Incident Command System (ICS) and assumes the role of Incident Commander until relieved by emergency personnel.
- * School staff secures perimeter and prevents re-entry to the crash site.
- * First aid is administered to the injured until professional help arrives.

If an aircraft crashes NEAR CAMPUS:

- * Assess proximity to school and determine risk of fire, explosion, or hazardous materials.
- * Move students and staff indoors if the crash is near but poses no immediate threat.
- * Close windows and doors. Shut down HVAC system if there is smoke or chemical odor.
- * Prepare for potential evacuation if instructed by emergency services.
- * Maintain communication with district officials and local emergency responders.

2. Shelter-in-Place (if needed)

If there is a danger from airborne toxins or fire:

- * Announce: "Shelter-in-Place. This is not a drill. Please proceed indoors and seal all windows and doors."

Turn off air-handling systems.

- * Keep students calm and inside until all-clear is given.

Animal Disturbance

1. Identification of Threat

- * Any staff member or student who observes an animal that poses a threat should immediately notify the main office.
- * Do not approach or attempt to capture the animal.
- * Take note of the animal's type, location, behavior, and direction of movement.

2. Immediate Actions by School Staff

If the animal is ON CAMPUS and poses a danger:

- * Announce a "Shelter-in-Place" over the intercom:
"Shelter-in-Place. There is an animal on campus. Please remain indoors and secure all doors and windows. This is not a drill."
- * Close and lock all doors and windows; bring students inside from playgrounds, fields, and lunch areas.
- * Keep students away from windows and glass doors.
- * Alert district office and animal control (or local law enforcement if necessary).
- * Designate a staff member to monitor the animal from a safe distance and report its movement.

If the animal is OFF CAMPUS but nearby:

- * Limit outdoor activity until the situation is resolved.
- * Maintain supervision and prevent students from approaching or interacting with the animal.
- * Keep communication open with local authorities regarding the animal's location and behavior.

3. Communication

- * Use internal radios or the intercom system to coordinate staff communication.
- * Notify parents/guardians if the incident significantly disrupts the school day or poses risk.

- * Use discretion when notifying students to avoid unnecessary panic.

4. Resolution

- * Wait for animal control officers to capture or remove the animal.
- * Do not resume outdoor activities until the all-clear is given by administration.
- * If injuries occur, follow first aid and emergency medical response protocols.

Armed Assault on Campus

1. Identification of Threat

- * Any student or staff member who sees or suspects an armed individual must immediately notify the office or call 911 if safe to do so.
- * Provide as much information as possible:
 - * Description of the individual(s) and weapon(s)
 - * Location and direction of movement
 - * Any injuries observed

2. Immediate Actions

If an Armed Individual is ON Campus:

- * Initiate Lockdown immediately using intercom or PA system:
 - “ Lockdown. Lockdown. This is not a drill. Armed intruder on campus. Follow lockdown procedures immediately.”
- * Call 911 and provide location, description, and actions of the suspect.
- * Activate the Incident Command System (ICS) and assign emergency roles (if safe to do so).
- * All classrooms and offices should immediately:
 - * Lock doors and turn off lights
 - * Instruct students to move away from doors/windows and remain quiet
 - * Silence cell phones
 - * Barricade doors if possible and safe
 - * Remain in place until law enforcement arrives and gives the all-clear

If an Armed Individual is NEAR Campus:

- * Initiate Secure Campus procedure (formerly known as "lockout"):
 - “Secure Campus. This is not a drill. There is police activity near campus. Please remain inside. Lock all doors and windows.”
- * Continue instructional activities indoors
- * Do not allow anyone to leave or enter the campus until cleared by law enforcement

3. Staff Responsibilities

- * Teachers are responsible for securing their rooms and maintaining student accountability.
- * Office staff not in immediate danger will assist with:
 1. Emergency communications
 2. Contacting law enforcement and district officials
 3. Locking exterior gates and entrances if safe
- * Custodial and support staff will assist only if safe; otherwise, they must also secure themselves in the nearest safe location.

4. Communication

- * Use emergency notification systems (e.g., Catapult) to inform parents:
 - * Only when it is safe and information is verified
 - * Emphasize not to come to campus during the incident
 - * Coordinate directly with law enforcement on all public information releases.

Biological or Chemical Release

1. Types of Threats Covered

- * Chemical spill or gas leak (e.g., chlorine, ammonia)
- * Pesticide or hazardous material exposure
- * Suspicious powder or substance (potential bioterrorism agent)

- * Airborne contaminant from industrial accident or nearby traffic accident

2. Initial Response and Identification

- * Any person identifying a suspicious substance, strong odor, or unusual symptoms (e.g., coughing, burning eyes) must immediately:
- * Notify the main office or administrator
- * Call 911 if a release is suspected or confirmed

DO NOT touch or attempt to clean up the substance.

Note the location, appearance, and odor of the substance (if known) and relay to emergency responders.

3. Immediate Actions by Administration

If the release is OUTSIDE the school:

Initiate Shelter-in-Place:

“Shelter-in-Place. There is a chemical hazard in the area. Please proceed indoors and seal windows and doors. This is not a drill.”

- * Close all windows, doors, and air vents.
- * Shut down HVAC systems to prevent outside air from entering.
- * Move students to interior rooms if possible.
- * Keep staff and students calm and await further instructions from emergency officials.

If the release is INSIDE the school:

Initiate Evacuation if it is safe and the location of the release is contained:

- * Evacuate away from the affected area using pre-determined safe routes.
- * Do not evacuate into a contaminated area.
- * If evacuation is unsafe, shelter-in-place in rooms farthest from the affected area and seal rooms.
- * Call 911 and report the situation immediately.
- * Contact district office and environmental health services as needed.

4. Staff Responsibilities

Teachers:

- * Take roll and maintain supervision
- * Keep students calm and informed
- * Seal windows and doors with available materials (plastic sheets, towels)

Office staff:

- * Relay updates to staff
- * Monitor communication with 911 and public safety

Custodial staff:

- * Assist with HVAC shutoff and facility control, if safe

5. Communication

- * Notify parents/guardians using the school’s emergency communication system (e.g., Catapult) when it is safe to do so.
- * Emphasize the need to not come to the school until instructed.

Follow public health guidance and coordinate messaging with local authorities (e.g., county emergency management, fire, hazmat teams).

6. Medical and Decontamination

If exposure is suspected:

- * Move affected individuals to a designated decontamination area or as directed by authorities.

- * Administer basic first aid if necessary, avoiding contact with contaminants.
- * Await arrival of hazardous materials response team for professional evaluation and treatment.

Bomb Threat/ Threat Of violence

1. Identification of Threat

If a bomb threat is received by phone:

- * Remain calm and keep the caller on the line as long as possible.
- * Use the Bomb Threat Checklist to gather information (e.g., caller's voice, background noise, exact words, time of call).
- * Signal another staff member to call 911 while the call is still in progress, if possible.

If the threat is written, emailed, or discovered:

- * Do not touch or disturb the message.
- * Call 911 immediately.
- * Notify the principal or site administrator.
- * Preserve evidence by saving or photographing the message if digital.

2. Immediate Administrative Actions

- * Call 911 and report the threat.
- * Activate the Incident Command System (ICS).
- * Do not use radios or cell phones near a suspected device to avoid triggering it.
- * Consult with law enforcement before deciding to evacuate or shelter in place.

3. Evacuation or Shelter-in-Place Decision

Follow the direction of law enforcement or fire officials.

If evacuation is ordered:

- * Use primary evacuation routes unless a specific threat location is known—then use alternate routes.
- * Teachers bring emergency backpacks and student rosters.
- * Avoid any suspicious packages or items.
- * Leave doors and windows open to reduce blast damage.
- * Move to predesignated evacuation site at a safe distance from buildings.

If shelter-in-place is ordered:

- * Secure all classrooms.
- * Keep students quiet and away from windows and exterior walls.
- * Prepare for a possible evacuation or extended stay.

4. Staff Responsibilities

Teachers:

- * Maintain student supervision and accountability.
- * Take roll at evacuation site or during shelter-in-place.
- * Report any suspicious objects to administration without touching them.

Office and Admin:

- * Coordinate with law enforcement and district safety officials.
- * Handle parent communications.
- * Document the timeline and nature of the threat.

5. Communication

- * Use district-approved emergency communication tools (e.g., Catapult) to inform families:

- * Only when cleared by law enforcement.
- * Provide accurate updates and instructions for reunification if necessary.
- * Do not release unverified information or speculate on the threat's validity.

Bus Disaster

1. Immediate Actions by Bus Driver (If Incident Occurs While En Route)

In Case of Collision or Serious Emergency:

- * Stop the bus in a safe location, if possible.
- * Turn off the engine to reduce fire risk.
- * Assess the situation for injuries, fire, or other dangers.
- * Call 911 to report the emergency and request medical or police assistance.
- * Contact school transportation dispatch and report:
 - Location (nearest intersection, highway mile marker, etc.)
 - Number of students
 - Type of emergency or injuries
- * Keep students calm and seated unless it is unsafe (e.g., smoke, fire, risk of explosion).
- * Evacuate the bus if there is imminent danger using front/rear/side exits as appropriate.
- * Administer first aid if trained and necessary.

2. Immediate Actions by School Administration

Upon Notification of Bus Disaster:

- * Activate the Incident Command System (ICS).
- * Designate a School Incident Commander and assign staff roles (communications, reunification, etc.).

Notify:

- * Emergency responders (if not already contacted)
- * District office/transportation director
- * Parents/guardians via emergency communication systems
- * Dispatch school personnel to the scene, if safe and appropriate, to support responders and students.

3. Staff Responsibilities at the School Site

- * Prepare for student reception if students are returning to campus after the incident.
- * Set up a Reunification Area for parents if needed.
- * Deploy counselors and support staff to assist affected students and staff.
- * Document all actions taken and maintain a log for official reports.

4. Medical & Safety Response

- * Ensure all injured students and staff receive appropriate medical treatment.
- * Record:
 - Names of all passengers
 - Location and nature of any injuries
 - Treatment provided and hospital transport details
- * Maintain clear communication with emergency personnel on scene.

Disorderly Conduct

1. Definition of Disorderly Conduct

Disorderly conduct may include:

- * Verbal threats or aggression
- * Physical fights or altercations
- * Unruly behavior during school events or in common areas
- * Trespassing or refusal to comply with staff instructions
- * Threats to staff or students without a visible weapon

2. Initial Staff Response

- * Stay calm and assess the situation. If there is no immediate threat to safety, use de-escalation techniques.
- * If the situation escalates or involves violence, call the office or dial 911 immediately.
- * Do not attempt to physically intervene unless trained and the situation requires immediate protection of life.
- * Clear the area of bystanders and students if possible.
- * Notify school administration as soon as it is safe to do so.

3. Administrative Actions

- * Administrator or designee responds to the scene with support staff.
- * If behavior is dangerous or threatening:
 - Call 911 if not already done
 - Activate Lockdown if the threat escalates to physical violence or potential weapon use
 - Ensure student and staff safety is maintained above all.

4. Lockdown or Shelter-in-Place (if necessary)

- * If the individual poses an immediate threat and cannot be isolated:
- * Initiate Lockdown for entire school or affected area
- * Keep students behind locked doors and away from windows.
- * Wait for law enforcement to secure the scene and give the all-clear.

5. Communication

- * Notify district office and appropriate school safety personnel.
- * Use emergency communication system (Catapult.) if incident impacts student safety or causes significant disruption.
- * Share accurate and timely updates with staff and parents once verified by administration.

6. Incident Follow-Up

- * Debrief with staff and witnesses involved.
- * Offer mental health and counseling support for affected students and staff.
- * Conduct a threat assessment if the individual is a student.
- * Determine appropriate disciplinary action in accordance with district policies and Ed Code.

7. Documentation and Reporting

Complete incident report detailing:

- * Nature of the behavior
- * Staff response
- * Law enforcement involvement
- * Student/staff impact

Submit documentation to the district office and retain for legal and safety reviews.

8. Prevention and Training

Provide annual training to staff on:

- * De-escalation techniques
- * Identifying early signs of aggressive behavior
- * Emergency response protocols
- * Encourage positive behavior interventions and supports (PBIS) and restorative practices to reduce incidents.
- * Maintain a Visitor Check-In/Check-Out system and staff visibility in high-traffic areas.

Earthquake

Earthquake Procedures:

1. Intense shaking occurs.
2. Teacher gives command "DROP".
3. Staff and student follow Drop, Cover and Hold on procedures.
4. Wait for shaking to stop.

5. Check for injuries and/or trapped individuals. If any individuals are trapped assure them help will be forthcoming.
6. After checking for blocked exits, give command to evacuate.

Drop, Cover and Hold on Procedures:

Drop, Cover and Hold on may be used when there is a danger to students and staff of being injured by debris. Students are trained to go under desks and/or tables cover your head and neck with one arm and hold on to furniture leg with the other arm for protection. Procedures are as follows:

If inside a building or classroom:

- * Get under desk or piece of furniture as a shield
- * Drop to your hands and knees with your back to the window.
- * Make body as small as possible.
- * Cover your head and neck with one arm and hold on to furniture leg with the other arm.
- * Keep eyes closed.
- * If an earthquake, hold on until the shaking stops.
- * Wait for further instructions.

If outside of school buildings:

- * Get clear of all buildings, power lines, light poles or sources that may be dangerous.
- * Lie flat with chest down and back up with face away from dangerous hazards.
- * Cover head, face as much skin surface as possible.
- * Keep eyes closed.
- * Wait for further instructions.

When safe to do so, follow evacuation procedures

Explosion or Risk Of Explosion

1. In the Event of an Actual Explosion

Immediate Actions

- * Duck and cover: Instruct students and staff to take cover under desks, away from windows and overhead hazards.
- * Once safe, evacuate the building immediately, unless evacuation routes are unsafe.
- * Do not use fire alarms if you suspect an explosive device—it could trigger another detonation.
- * Call 911 and report the explosion, including:
 - Location and extent of the damage
 - Known injuries
 - Suspicious circumstances (e.g., if a device was seen before the explosion)
- * Notify school administration and activate the Incident Command System (ICS).

Evacuation Guidelines

Teachers:

- * Take emergency go-bags and student rosters.
- * Lead students calmly to the pre-designated evacuation area.
- * Avoid touching or walking near any suspicious object.
- * Take attendance and report missing or injured students to incident command.

Admin:

- * Confirm the location is safe before directing evacuation.
- * Coordinate with fire, law enforcement, and EMS upon arrival.
- * Ensure gates are unlocked for emergency vehicle access.

2. In the Event of a Risk or Threat of Explosion

Examples of Possible Threats:

- * Suspicious package or device
- * Gas leak or strong chemical odor
- * Bomb threat or warning call

- * Spark or fire near hazardous materials

Immediate Actions

- * Call 911 and report the suspected threat.
- * Do NOT touch or move suspicious objects.
- * Do NOT use cell phones or two-way radios near the object.
- * Notify district office and initiate ICS.

Evacuation or Shelter Decision

- * Only evacuate if the area outside is confirmed safe.
- * Use routes away from the suspected device or hazard.
- * If the threat is outdoors or uncertain, initiate Shelter-in-Place:
"Shelter-in-Place. This is not a drill. Please remain indoors. Close and lock doors and windows. Do not use cell phones."

3. Communication

- * Use PA system or messengers to communicate instructions clearly.
- * Notify parents using emergency notification systems only after verifying the situation with law enforcement.
- * Designate a Public Information Officer (PIO) to coordinate with media and law enforcement.

4. Medical and Safety Response

- * Provide first aid to the injured until EMS arrives.
- * Move injured individuals only if necessary to prevent further harm.
- * Maintain a log of all affected individuals (injured, missing, treated, transported).

Fire in Surrounding Area

1. Initial Identification and Notification

The principal or designee confirms the incident with:

- * Local fire department or CAL FIRE
- * Law enforcement or Office of Emergency Services (OES)
- * District safety office

Monitor updates via:

- * Emergency alert systems (e.g., NOAA Weather Radio, local news)
- * District communication channels
- * Air quality monitoring services (e.g., AQI from AirNow)

2. Immediate Administrative Actions

If there is NO immediate threat to the campus:

- * Announce Shelter-in-Place (if smoke or ash is present):
"Shelter-in-Place. There is a fire in the surrounding area. Please stay indoors. Close windows and doors. This is not a drill."
- * Shut off HVAC systems to prevent smoke from entering.
- * Cancel all outdoor activities, including recess, PE, and after-school sports.
- * Move all students and staff indoors.
- * Limit classroom transitions and keep students in their current locations if possible.

If the fire is approaching the school or evacuation is advised:

- * Coordinate with local emergency services before initiating evacuation.
- * Use pre-identified evacuation routes that avoid exposure to fire or smoke.
- * Prepare for possible relocation to an off-site reunification center if needed.

3. Staff Responsibilities

Teachers:

- * Close windows and doors.

- * Take roll and monitor student health (especially those with asthma or respiratory issues).
- * Keep students calm and informed.

Office/Admin Staff:

- * Maintain open communication with district and emergency services.
- * Prepare emergency go-kits and evacuation rosters in case relocation is necessary.
- * Monitor phone lines and parent inquiries.

4. Communication

- * Use emergency notification systems (e.g., Catapult) to notify families:
 - Status of fire and school operations
 - Any changes to pickup times or transportation
 - Instructions not to come to campus unless directed
- * Coordinate public messaging with the district's Public Information Officer (PIO) and local authorities.

5. Transportation

Work with district transportation to:

- * Re-route buses if roads are closed or conditions are unsafe.
- * Adjust bell schedules or release times as needed.
- * Ensure bus drivers are updated on air quality and visibility concerns.

6. Student Health Monitoring

- * Notify school nurse and office staff to monitor students for:
 - Respiratory distress
 - Headaches, dizziness, or eye irritation
- * Provide access to asthma inhalers or emergency medication as needed.

Fire on School Grounds

Fire Procedures

If you see smoke, fire or if the fire alarm sounds:

Procedure for During Class Time:

1. Teachers:

- o Grab your keys, device and Emergency Bag/Backpack.
- o Check that all exits are clear. If exits are blocked, find alternate exit route.
- o Staff exit the room with students, check that all students are out of the classroom and leave door closed and unlocked and report to the primary evacuation location unless directed to go to a secondary location. (See Evacuation Map)
- o Activate fire alarm pull station if nearby and the alarm is not yet sounding.

2. Students exit the classroom and WALK in an orderly line.

3. NO TALKING IS PERMITTED.

4. Once in the evacuation area and it is safe to do so, teachers take roll and account for each student via Catapult EMS. Account for all students who were present at time of role. The office accounts for absent students that are marked absent in Catapult.

5. Students in classrooms other than their own are to remain with that class until given permission to rejoin their class by both teachers.

6. Students remain in orderly and silent lines until the all clear signal is given.

7. P.E. Classes: Teacher/supervising adult:

- o Stop activity
- o Organize class into silent and orderly lines
- o Lead class to evacuation area.

NOTE: Elevators are not to be used during fire evacuations. Use an alternate route.

Procedure Used Before School, During Lunch and Recess:

1. Students WALK to the designated evacuation area.

2. Students wait in orderly and silent lines for their teacher/supervising adult to give further instructions.

ALL SCHOOL PERSONNEL, CERTIFICATED AND CLASSIFIED ARE TO PARTICIPATE IN ALL FIRE DRILLS

Parents, guests and community people on the grounds during a drill must participate.

Using a Fire Extinguisher

Rescue Union School District provides fire extinguisher training to faculty and staff upon being hired and annually. (California Code of Regulations: Title 8, §6151. Portable Fire Extinguishers. Section G.)

During the beginning stages of a fire:

1. Pull the fire alarm (This will notify the Fire Department automatically)
2. Identify a safe evacuation path before approaching the fire. Do not allow the fire, heat, or smoke to come between you and your evacuation path.
3. Evacuate students from the room and line up outside of the classroom then, if safe to do so, the teacher/staff member may attempt to put out the fire with a fire extinguisher.
4. Discharge the extinguisher within its effective range using the P.A.S.S. technique:
Pull, Aim, Squeeze, and Sweep.
5. Back away from an extinguished fire in case it flames up again.
6. Evacuate immediately if the extinguisher is empty and the fire is not out.
7. Evacuate immediately if the fire progresses.
8. After you evacuate, call 911, if appropriate.

If evacuation is necessary, follow evacuation procedures.

Most fire extinguishers operate using the following P.A.S.S. technique:

1. PULL... Pull the pin. This will also break the tamper seal.
2. AIM... Aim low, pointing the extinguisher nozzle (or its horn or hose) at the base of the fire.
NOTE: Do not touch the plastic discharge horn on CO2 extinguishers, it gets very cold and may damage skin.
3. SQUEEZE... Squeeze the handle to release the extinguishing agent.
4. SWEEP... Sweep from side to side at the base of the fire until it appears to be out. Watch the area. If the fire re-ignites, repeat steps 2 - 4.

If you have the slightest doubt about your ability to fight a fire....EVACUATE IMMEDIATELY!

Flooding

1. Initial Assessment and Notification

* Monitor flood warnings through:

- National Weather Service (NWS)
- Local Office of Emergency Services (OES)
- Emergency alert systems and district notifications

* Site administrator evaluates:

- Current and projected flood levels
- Access to campus and road conditions
- Impact on utilities and infrastructure

2. Administrative Actions

* Activate the Incident Command System (ICS).

* Notify:

- District office
- Local emergency management and public works
- School transportation department

- * Postpone or cancel outdoor activities if flooding is possible.
- * Consider early release or delayed dismissal if conditions worsen.

3. If Flooding is Occurring or Imminent

Shelter-in-Place (if evacuation is unsafe):

“Shelter-in-Place. Please stay indoors. Do not leave the building until further notice.”

- * Move students and staff to higher floors or elevated areas.
- * Turn off electrical equipment if instructed and safe to do so.
- * Block door gaps and cover vents if water begins to enter.
- * Avoid all contact with flood water due to contamination risks.

Evacuation (only if directed and safe):

- * Use pre-identified alternate evacuation routes that avoid low-lying or flooded areas.
- * Do not allow students to walk through moving water.
- * Teachers bring emergency go-bags and student rosters.
- * Account for all students at the evacuation site.

4. Transportation Adjustments

- * Coordinate with the transportation department to reroute or delay buses.
- * Avoid roads known to flood or currently closed by emergency services.
- * Consider relocating students to an alternate safe location if return home is unsafe.

5. Communication

- * Notify parents/guardians through approved channels (Catapult):
 - Flood status and student safety
 - Adjusted release, transportation, or relocation details
 - Instructions not to drive to campus unless directed
- * Coordinate public messaging with district PIO and emergency authorities.

6. Medical and Safety Considerations

- * Monitor students with asthma or health concerns, as mold or water contamination may impact air quality.
- * Avoid contact with:
 - Electrical outlets or waterlogged electronics
 - Contaminated water
- * Keep emergency medical kits and flashlights accessible.

Loss or Failure Of Utilities

1. Types of Utility Failures Covered

- * Power outage
- * Water supply failure or contamination
- * Natural gas leak
- * Loss of heating, air conditioning (HVAC)
- * Loss of internet or phone service

2. Initial Actions Upon Detection

Power Outage:

- * Notify the principal or designee and the district maintenance department.
- * Turn off electrical devices and equipment to prevent damage when power is restored.
- * If it's safe, open blinds/windows to provide light and ventilation.
- * Use battery-powered flashlights (not candles).
- * Monitor emergency radio or communication devices for updates.
- * District office to provide a generator for office phones and computer use for front office staff

Water Outage or Contamination:

- * Stop use of all water (sinks, fountains, restrooms).
- * Notify staff and restrict water access.
- * Provide bottled water and portable sanitation if possible.
- * Contact district maintenance and local public health authorities.

Gas Leak (Suspected or Confirmed):

- * Do not operate light switches or electronic devices.
- * Evacuate the affected building(s) immediately.
- * Call 911 and district maintenance.
- * Notify utility provider (e.g., PG&E or SoCalGas).
- * Initiate Lockout or Evacuation depending on the threat level.

3. Communication Protocols

- * Use alternative communication methods (e.g., two-way radios, cell phones) if phones or internet are down.
- * Notify:
 - District office
 - Parents/guardians (when safe and appropriate)
 - Local utility providers
- * Provide regular updates through available channels (email, text, intercom, PA system).

4. Shelter-in-Place or Evacuation Decision

- * If the outage poses no immediate danger: Shelter-in-Place and monitor conditions.
- * If the environment becomes unsafe or unsanitary (e.g., extreme heat, no running water, gas odor):
- * Consider evacuation or early release in coordination with the district and emergency services.
- * Initiate notification for early student dismissal (early end of school) if needed.

5. Classroom and Student Supervision

- * Continue supervision and instruction as safely possible.
- * Use alternative, non-digital learning materials if power/internet is down.
- * Keep students indoors or in safe, designated areas unless otherwise directed.
- * Monitor students with medical needs (e.g., medication storage that requires refrigeration, oxygen equipment).

6. Food Services

- * Coordinate with nutrition services staff:
 - Halt meal service if food safety standards cannot be maintained (e.g., no refrigeration, no clean water).
 - Use pre-packaged meals or snacks if available.

7. Early Dismissal (if necessary)

- * Notify families through the emergency system with instructions for early pickup.
- * Follow Student Release/Reunification Plan:
 - Verify ID before releasing students.
 - Keep logs of all released students.

8. After-Action and Recovery

- * Work with the district and utility companies to restore services.
- * Assess impact on school operations, learning loss, and food safety.
- * Provide counseling and support if the outage caused disruption or fear.
- * Review and update emergency protocols as needed.

9. Preparedness Measures

- * Maintain emergency supplies in every classroom, including:
 - Flashlights, batteries, bottled water, non-perishable snacks, blankets
- * Back up critical systems and files if applicable.
- * Post emergency procedures near phones and electrical panels.

- * Conduct regular drills that include utility outage scenarios.

Motor Vehicle Crash

1. Types of Incidents Covered

- * Vehicle crashes into a school building, fence, or campus area
- * School bus or school vehicle collision
- * Vehicle accident near school grounds involving students or staff
- * Pedestrian struck by a vehicle near or on campus

2. Immediate Actions by Witness or Staff Member

- * Call 911 immediately, provide:
 - Location of the crash (address or landmark)
 - Type of vehicles involved
 - Injuries or hazards (e.g., fire, fuel leak)
- * Notify the principal or site administrator.
- * Do not move injured persons unless they are in immediate danger (e.g., from fire).
- * Keep students and staff away from the scene.
- * Provide basic first aid only if trained and it is safe to do so.

3. Administrative Actions

- * Activate the Incident Command System (ICS).
- * Assign staff to:
 - Direct emergency responders to the scene
 - Supervise nearby students
 - Manage communication with district and parents
- * If the incident involves a school bus, coordinate with the transportation department to verify passenger lists and notify families.

4. Student and Staff Safety

- * If students were involved or witnessed the crash:
 - Move them to a secure and supervised area.
 - Account for all students using attendance rosters.
 - Keep them away from emergency responders unless needed for medical evaluation.
- * Provide support to any students who may be in shock or distress.

5. Scene Security and Hazards

- * Prevent anyone from entering the crash zone, especially if:
 - There is leaking fuel
 - Downed power lines are present
 - Airbags have deployed or smoke is visible
- * Do not allow staff or students to photograph or post about the crash on social media.

6. Communication Protocols

- * Notify:
 - District office
 - Transportation department, if a school vehicle is involved
 - Parents/guardians if students are injured or affected
- * Use official messaging platforms (ParentSquare, Blackboard, etc.) to avoid misinformation.
- * Designate a Public Information Officer (PIO) to handle media if needed.

Pandemic

1. Coordination and Planning

- * Follow guidance from:
 - California Department of Public Health (CDPH)

- Local County Public Health Department
- Centers for Disease Control and Prevention (CDC)
- California Department of Education (CDE)

* Activate the School Pandemic Response Plan and the Incident Command System (ICS).

* Designate a School Site Health Liaison to coordinate with district and public health officials.

2. Preventative Measures and Campus Health Protocols

* Implement public health protocols as required:

- Handwashing, respiratory hygiene education
- Regular cleaning and disinfection of high-touch surfaces
- Physical distancing (as feasible)
- Required or optional mask usage depending on health orders
- Isolation of symptomatic individuals

* Post signs throughout campus reminding of hygiene protocols and symptoms of illness.

3. Symptom Screening and Reporting

* Daily symptom checks for students and staff as recommended.

* Staff and students should stay home if sick or exhibiting symptoms.

* Report confirmed cases to local health officials per legal requirements (e.g., Cal/OSHA and FERPA compliance).

* Track absences and illness trends for early outbreak detection.

4. Response to Confirmed Case or Exposure

* Isolate the affected individual in a designated quarantine room and send them home as soon as possible.

* Identify and notify close contacts based on current public health definitions.

* Follow current quarantine/isolation guidelines (may vary based on vaccination status and variant severity).

* Communicate with staff and families while protecting individual privacy.

5. Campus Closure or Modified Operations

If advised by public health authorities:

* Transition to remote learning or hybrid instruction models.

* Maintain:

- Online instruction platforms
- Meal services for students (pickup/delivery)
- Access to mental health services

* Communicate clearly about:

- Duration of closure
- Instructional expectations
- Technology access/support
- Grading policies and attendance procedures

6. Continuity of Operations

* Ensure essential staff (e.g., administrators, IT, nutrition services, custodians) have safe working conditions.

* Coordinate with the district for:

- Payroll
- Data systems
- Cleaning and facilities maintenance

* Keep emergency contact information for all students and staff updated.

7. Mental Health and Wellness

* Provide access to:

- School counselors
- Crisis response teams
- Virtual wellness resources

* Promote SEL (social-emotional learning) practices in both in-person and remote environments.

8. Communication Protocols

* Use official school communication systems (ParentSquare, Blackboard, email, website).

* Share:

- Health updates and guidelines
- Changes to instruction or schedules
- Mental health and community resources

* Designate a Public Information Officer (PIO) to coordinate messaging with district and public health agencies.

9. Recovery and Return to Campus

* Follow public health clearance protocols for reopening:

- Deep cleaning and ventilation assessment
- Updated safety signage and supplies (e.g., PPE, sanitizer)
- Return-to-school criteria for students and staff

* Provide reentry support, including:

- Mental health services
- Academic assessments and remediation planning

10. Training and Preparedness

* Train staff on:

- Infection prevention
- Sick student protocols
- Distance learning platforms

* Conduct tabletop or virtual exercises with administrative teams.

11. Supplies and Equipment

Maintain stock of:

* Masks, gloves, thermometers, sanitizers, disinfectants

* Emergency food and water in case of extended shelter-in-place

* Technology tools (e.g., Chromebooks, Wi-Fi hotspots)

Psychological Trauma

1. Identifying Psychological Trauma

Psychological trauma may result from:

- A critical incident (e.g., suicide, death, violent act)
- A natural or man-made disaster
- Prolonged fear (e.g., active shooter lockdown, abuse)
- Media exposure to distressing events
- Loss of a loved one

Symptoms may include:

- Withdrawal, anxiety, or fearfulness
- Crying, emotional outbursts
- Difficulty concentrating or sleeping
- Physical complaints with no medical cause
- Aggressive or defiant behavior

2. Immediate Administrative Actions

- Notify the principal or site crisis response lead.
- Activate the School Crisis Response Team.
- Ensure immediate safety and remove students from the source of trauma (if ongoing).
- Secure the scene if related to an on-campus incident.
- Contact district mental health services and local behavioral health partners for support.
- Protect the privacy and dignity of those involved—limit rumors and social media speculation.

3. Staff Response Procedures

- Teachers or staff who observe trauma symptoms should:
 - o Provide a calm and supportive environment
 - o Listen non-judgmentally without pressing for details
 - o Refer the student to the school counselor, psychologist, or administrator immediately
 - Do not send the student alone if they are visibly distressed.

4. Crisis Counseling and Support Services

- Establish a designated counseling space on campus with trained mental health staff.
- Offer individual and small group counseling to affected students and staff.
- Provide additional supervision for vulnerable students (e.g., those with past trauma or mental health challenges).
- Maintain documentation of services offered and provided.

5. Family and Community Communication

- Notify affected families sensitively and promptly.
- Provide factual, age-appropriate information to the school community:

“Our school experienced a difficult situation today involving [brief description, e.g., the loss of a student]. Counselors are available, and we will continue to support our students through this time.”

- Include referral information for external mental health resources and crisis lines (e.g., 988 Suicide & Crisis Lifeline).

6. Classroom Support

- Teachers should:
 - o Maintain routines but be flexible with academic expectations
 - o Allow students space to talk or take breaks if overwhelmed
 - o Monitor behavior changes and refer concerns to support staff
 - Provide trauma-informed classroom strategies:
 - o Check-ins
 - o Mindfulness or calming exercises
 - o Seating adjustments or safe spaces

Suspected Contamination of Food or Water

1. Types of Potential Contamination Events

- Spoiled or expired food served to students or staff
- Water contamination (e.g., lead, bacteria, chemicals)
- Foodborne illness outbreak (e.g., norovirus, salmonella)
- Intentional tampering or foreign objects found in food/water
- Public Health or Environmental Health advisory for unsafe water

2. Immediate Actions Upon Suspicion or Report

- Stop use of all potentially contaminated food or water immediately.
- Isolate and secure any suspected food or drink to prevent further consumption.
- Remove affected items from service but do not dispose until public health officials can inspect.
- If individuals are ill or showing symptoms:
 - Call 911 for serious symptoms
 - Notify the school nurse, administer first aid as appropriate
 - Document names and symptoms of all affected persons
 - Notify:
 - Principal or designee
 - District nutrition services supervisor
 - Local public health department
 - Facilities or maintenance department (for water issues)

3. Investigation and Assessment

- Initiate a site-based food/water safety assessment with:

- Cafeteria/kitchen staff
- Maintenance personnel (for plumbing or water source issues)
- Environmental health officials
- Retain:
- Sample food/water for testing
- Food labels, preparation records, and vendor delivery logs

4. Isolation and Containment

- Restrict access to any affected areas (kitchen, cafeteria, restrooms, fountains).
- Shut off drinking fountains and sinks if water is suspected to be contaminated.
- Distribute bottled water if needed.

5. Communication Protocols

- Notify staff and families using approved platforms (e.g., Catapult):

"Out of an abundance of caution, we have suspended the use of certain food/water sources on campus today due to a possible contamination concern.

Students are safe and being monitored."

- Coordinate messaging with:
- District Public Information Officer (PIO)
- Local public health agency
- Be transparent but factual—avoid speculation until investigation confirms cause.

6. Alternate Plans for Food and Water

- Switch to pre-packaged meals if school food service is halted.
- Distribute bottled water and/or provide access to portable sanitation if necessary.
- Ensure all students have access to hydration and nutrition through alternative means.

7. Medical Response and Monitoring

- Maintain a log of affected individuals and symptoms.
- Monitor all students and staff who consumed suspected food/water.
- Notify parents/guardians of affected individuals and provide medical recommendations or public health notices.
- Follow reporting procedures for foodborne illness outbreaks as required by state and local agencies.

8. Student Release (If Widespread Exposure or Illness Occurs)

- Activate the Student Release/Reunification Plan if campus needs to be closed or evacuated.
- Provide updates and health recommendations to families at reunification.

9. Recovery and Restoration

- Work with health and safety officials to:
- Clear contaminated sources
- Test and verify water lines or food service equipment
- Clean and sanitize all affected areas
- Document response actions, retain inspection records, and submit reports as required.
- Resume service only after official clearance is given by local agencies.

10. Prevention and Training

- Train cafeteria, custodial, and office staff to recognize signs of contamination or illness.
- Conduct routine checks on:
- Food storage, preparation, and handling practices
- Water testing and plumbing maintenance
- Post safety protocols in food prep and service areas.
- Include contamination scenarios in annual emergency drills and tabletop exercises.

Tactical Responses to Criminal Incidents

1. Types of Criminal Incidents Covered

- Armed intruder on campus
- Active shooter or active assailant
- Hostage situation
- Barricaded subject
- Nearby police pursuit or law enforcement operation
- Serious violent crime on or adjacent to school property

2. Immediate Actions (Recognizing a Threat)

If staff or students observe a threat:

- Call 911 immediately and provide:
- School name and address
- Description of the suspect, weapon, and activity
- Location on or near campus
- Number of people involved or injured
- Notify the principal or site administrator (if safe to do so).
- Initiate an appropriate emergency action:

3. Emergency Response Options

A. Lockdown (If threat is on campus or nearby)

“This is a lockdown. Lock doors, turn off lights, stay out of sight. This is not a drill.”

- Lock all doors and windows.
- Move away from doors and windows.
- Turn off lights and remain silent.
- Silence phones.
- Do not open the door for anyone except emergency responders.
- Remain in lockdown until cleared by law enforcement or school administration.

B. Run, Hide, Fight (Active Assailant Guidance)

- Run – evacuate away from danger if it is safe.
- Hide – lock or barricade doors; stay quiet and out of sight.
- Fight – only as a last resort, attempt to incapacitate the attacker.

C. Shelter-in-Place (For threats near campus)

“Shelter-in-Place. Remain indoors. Lock exterior doors. Classes continue as normal indoors.”

- Lock perimeter doors.
- Keep students inside classrooms or buildings.
- Restrict movement around campus.
- Continue instruction unless otherwise instructed.

4. Law Enforcement Coordination

- Cooperate fully with responding officers or tactical teams.
- Provide access to:

o Building maps and master keys

o Class rosters and student schedules

o Names and locations of individuals with medical needs

- Follow law enforcement instructions without hesitation.

5. Communication Protocols

- Use PA system, radios, or emergency messaging system to initiate lockdown or shelter-in-place.
- The principal or designee will:
- Notify the district office
- Activate the Incident Command System (ICS)
- Coordinate with local law enforcement’s incident commander
- Designate a Public Information Officer (PIO) to manage messaging

Parent/Guardian Notification

Communicate once the situation is under control. Messages should:

- Confirm student safety
- Provide instructions for reunification or delayed dismissal
- Avoid speculative or graphic details
- Reassure families that trained personnel are managing the situation

Unlawful Demonstration or Walkout

1. Definitions

- Demonstration: A protest or public expression of opinion, which may be planned or spontaneous.
- Walkout: A student-organized event where individuals leave campus or class to protest or make a statement.
- Unlawful demonstration: Any protest or walkout that violates school policies or causes a disruption to school safety or operations.

2. Prevention and Preparation

- Establish clear school policies on student expression and protest.
- Educate students and staff on appropriate forms of protest under the First Amendment and Education Code §48907.
- Designate a staff lead (e.g., Assistant Principal or Safety Officer) to coordinate response planning.

3. Early Warning and Monitoring

- Monitor social media or informal channels for signs of an upcoming protest or walkout.
- Encourage open communication with student leadership to understand concerns and intentions.
- Notify the district office and, if needed, local law enforcement for possible crowd control support (particularly for larger or community-involved events).

4. Response to a Student Walkout

Before the Walkout:

- Remind students of:
- School rules
- Consequences of leaving campus without permission
- Safety risks (e.g., busy roads, weather conditions)
- Ensure staff coverage at exits and along probable departure routes.

During the Walkout:

- Do not physically restrain students from leaving campus.
- Do not threaten or confront protesting students.
- Document student names and times of departure.
- Assign staff or administrators (in pairs) to monitor off-campus locations where students gather, ensuring safety from traffic or outside threats.
- Keep non-participating students supervised and in class.
- Do not allow outsiders to join the protest on school property without permission.

If Protesters Are Disruptive or Violent:

- Initiate Lockdown or Shelter-in-Place if there is any threat to safety.
- Contact law enforcement if unauthorized individuals enter campus or if crowd control is needed.
- Activate the Incident Command System (ICS) to manage the event and communication.

5. Response to On-Campus Demonstrations

- If students demonstrate on school grounds:
- Assign staff to observe and supervise peacefully.
- Document incidents of vandalism, threats, or safety concerns.
- Allow peaceful protest if it does not disrupt instruction or endanger others.
- Move non-participating students away from the protest area.

6. Communication Protocols

- Keep staff informed of expectations and response procedures.
- Notify parents/guardians via automated messaging systems:

“We are aware of a student demonstration. Students are safe and supervised. We encourage students to remain on campus, and any unauthorized departure will be marked as unexcused.”

- Designate a Public Information Officer (PIO) to manage inquiries and coordinate messaging with district officials.

7. Legal Considerations and Documentation

- Students may not be disciplined for expressing their views peacefully, but:
- Unauthorized absences may be marked unexcused.
- Any disruption, defiance, vandalism, or threats may result in disciplinary action per Ed Code.
- Keep detailed records of:
 - Participants
 - Locations and timelines
 - Any safety or disciplinary incidents

8. Recovery and Support

- Debrief with staff and administrators after the event.
- Address student concerns through listening sessions, student forums, or classroom discussions.
- Offer counseling support to students emotionally affected by the event or its causes.
- Repair or clean any damage to school property.

9. Staff Training and Awareness

- Train staff to:
- Remain calm and non-confrontational
- Recognize the difference between disruption and protected expression
- Supervise safely and avoid escalation

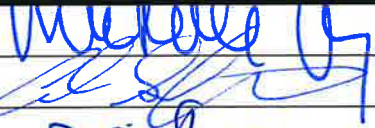
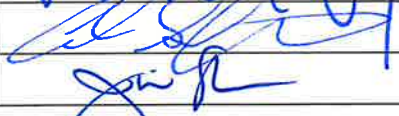
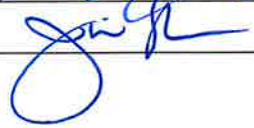
Emergency Evacuation Map

Comprehensive School Safety Plan

2025-26
School Year

School: Green Valley Elementary School
CDS Code: 09619786098693
District: Rescue Union Elementary School District
Address: 2380 Bass Lake Rd.
Rescue, CA 95672
Date of Adoption: 01/22/2026
Date of Update:
Date of Review:
- with Staff
- with Law Enforcement
- with Fire Authority

Approved by:

Name	Title	Signature	Date
Michelle Winberg	Principal		1/22/26
Colin Scowcroft	Site Council Representative		1/22/26
Jim Shoemake	Superintendent		2/6/26

Comprehensive School Safety Plan

2025-26
School Year

School: Jackson Elementary School
CDS Code: 09619786005706
District: Rescue Union Elementary District
Address: 2561 Francisco Dr.
El Dorado Hills, CA 95762-8201
Date of Adoption: 12/9/24
Date of Update: 9/28/25
Date of Review:
- with Staff 10/7/2025
- with Law Enforcement
- with Fire Authority

Approved by:

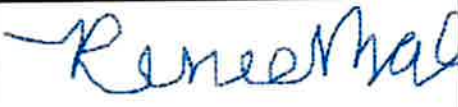
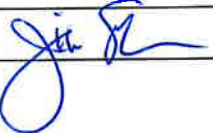
Name	Title	Signature	Date
Molly Griffin	Principal	Molly Griffin	9/30/25
Debbie Faleschini	Teacher	Debbie Faleschini	9/30/25
Karen Magallanes	Teacher	Karen Magallanes	9/30/25
Michelle Driscoll	Student Services Secretary	Michelle Driscoll	9/30/25
Shawna Hook	Parent	Shawna Hook	9/30/25
Hanna Calleri	Parent	Hanna Calleri	9/30/25
Emily Cardenas	Parent	N/A	9/30/25
Danielle Rios	Parent / Instructional Assistant	Danielle Rios	9/30/25
Jim Shoemake	Superintendent	Jim Shoemake	9/30/25

Comprehensive School Safety Plan

**2025-26
School Year**

School: Lake Forest Elementary School
CDS Code: 09619786109441
District: Rescue Union School District
Address: 2240 Sailsbury Dr.
El Dorado Hills, CA 95762-6984
Date of Adoption: January 22, 2026
Date of Update: January 22, 2026
Date of Review:
- with Staff January 21, 2026
- with Law Enforcement
- with Fire Authority

Approved by:

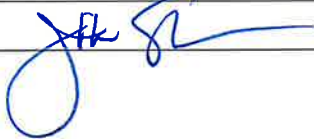
Name	Title	Signature	Date
Renee Mallot	Principal		1/23/2026
Joan Pulling	School Secretary		1/22/2026
Shannon Alexander	SSC Member & Parent		1/22/2026
Jim Shoemake	Superintendent		2/3/26

Comprehensive School Safety Plan

**2025-26
School Year**

School: Lakeview Elementary School
CDS Code: 09619780108258
District: Rescue Union Elementary School District
Address: 3371 Brittany Way
El Dorado Hills, CA 95762
Date of Adoption:
Date of Update: 10/30/2025
Date of Review:
- with Staff 11/5/2025
- with Law Enforcement
- with Fire Authority

Approved by:

Name	Title	Signature	Date
Laurisa Stuart	Principal		11/5/25
Ben Howard	Site Council Representative		11/5/25
Jim Shoemaker	Superintendent		2/6/25

Comprehensive School Safety Plan

**2025-26
School Year**

School: Marina Village Middle School
CDS Code: 09619786103527
District: Rescue Union Elementary School District
Address: 1901 Francisco Dr.
El Dorado Hills, CA 95762
Date of Adoption: December 1, 2025
Date of Update: December 1, 2025
Date of Review:
- with Staff
- with Law Enforcement
- with Fire Authority

Approved by:

Name	Title	Signature	Date
Levi Cambridge	Principal		12/1/25
Brissa Magallanes	Site Council Chairperson		12/1/25

Jim SLOEMER Superintendent  2/6/26

Comprehensive School Safety Plan

**2025-26
School Year**

School: Pleasant Grove Middle School
CDS Code: 09619780101519
District: Rescue Union Elementary School District
Address: 2540 Green Valley Road
Rescue, CA 95672

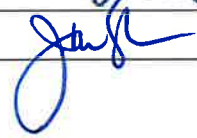
Date of Adoption:

Date of Update:

Date of Review:

- with Staff
- with Law Enforcement
- with Fire Authority

Approved by:

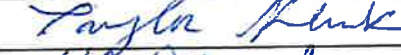
Name	Title	Signature	Date
Vera Morris	Principal		1/25/26
Nita Franks	Site Council Representative		1/25/26
Jim Shoemaker	Superintendent		2/6/26

Comprehensive School Safety Plan

**2025-26
School Year**

School: Rescue Elementary School
CDS Code: 09619786005714
District: Rescue Union Elementary School District
Address: 3880 Green Valley Road
Rescue, CA 95672
Date of Adoption: 1/15/26
Date of Update: 12/22/25
Date of Review:
- with Staff
- with Law Enforcement
- with Fire Authority

Approved by:

Name	Title	Signature	Date
Todd McGinnis	Principal		1/29/26
Taylor Klunk	Site Council Member		1/30/26
Heather Maurer	Site Council Member		1-29-26
Angelica Garcia	Site Council Member		1-29-26
Jim Shoemake	Superintendent		2/3/26

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Transportation Plan 2026-2027

RECOMMENDATION:

The Superintendent recommends the Board of Trustees approve the 2026-27 Transportation Plan.

BACKGROUND:

Education Code 39800.1 states that before April 1 each year, Local Education Agencies (LEA) shall develop a plan describing the transportation services it will offer its pupils. The code includes specific components that we must consider in completing the plan.

STATUS:

The 2026-27 Transportation Plan includes all components included in EdCode 39800.1.

FISCAL IMPACT:

By completing this plan, we are eligible to receive a minimum revenue for transportation that equals 60% of the District's expenditures. For the 2026-27 school year, we estimate the increased revenue to be approximately \$590,000.

BOARD GOAL:

II. STUDENT SUPPORT

A. Student Safety and Well Being: Enhance and encourage social, emotional, ethical and civic learning by providing a safe, supportive and diverse environment.

Reflected in LCAP GOAL 2

III. STAFF SUPPORT

Attract and retain diverse, knowledgeable, dedicated individuals who are skilled and supported in their commitment to provide quality education for our students.

Reflected in LCAP GOAL(S) 1-2-3

V. FISCAL ACCOUNTABILITY

Keep the district fiscally solvent and stable through prudent LCAP aligned budget processes in order to meet the needs of all of our students, staff and schools.

Reflected in LCAP GOAL(S) 1-2-3

Rescue Union School District Transportation Plan 2026-2027

Transportation Services:

1. Enter description of transportation services offered to pupils, and how it will prioritize planned transportation services for pupils in transitional kindergarten, kindergarten, and any of grades 1 - 6 inclusive and pupils who are low income. Plan may provide for the LEA to partner with municipally owned transit system to provide services to middle and high school students. An LEA may provide no-cost transit passes to students.

The Superintendent or designee shall design transportation routes and stops within district boundaries that promote student safety, maximum efficiency in the use of buses, and decreased traffic in and around the schools.

The following will be considered when establishing or modifying routes:

- 1. Distance of students from school.*
- 2. Types of roadways and walkways. Roads must be paved, a minimum of 20 feet wide, and if there is a need for the bus to turn around there must be a safe and suitable place to do so.*
- 3. Amount of traffic on roadways used by the students.*
- 4. Length of routes in miles.*
- 5. Length of routes in time.*
- 6. Five or more students in the area (per bus stop) riding the bus.*
- 7. Size and number of buses.*
- 8. Unusual conditions which may involve hazards, weather, physical condition of the students, etc.*
- 9. Operating with no more than three stops per mile except for modifications made necessary by other factors such as safety of the student, shoulder room on which students may walk, weather conditions, etc.*
- 10. The Governing Board may modify minimum bus transportation distances as conditions warrant.*
- 11. It must be within the financial ability of the district.*
- 12. Prioritize grades TK-6*
- 13. Prioritize schools with the highest low income students*

2. Enter description of LEA's transportation services that would be accessible to pupils with disabilities, and homeless children and youth.

The district shall provide home-to-school transportation and additional transportation services as needed for students with disabilities as specified in their individualized education program or Section 504 plan.

The Superintendent or designee shall provide transportation to homeless students in accordance with law, Board policy, and administrative regulation. When the student resides outside of district boundaries, the Superintendent or designee shall consult with the superintendent of the district of residence to apportion the responsibility and costs of transportation.

3. Enter description of how unduplicated pupils, would be able to access available home-to-school transportation at no-cost to the pupils.

Students receiving free transportation shall not be identified by the use of special bus passes, tickets, lines, seats or any other means. They shall in no way be treated differently from other students, nor shall their names be published, posted or announced in any manner or used for any purpose other than the transportation program.

Eligibility for free transportation shall be based on the following criteria:

- 1. Students identified as low income*
- 2. Students identified as Foster Youth*
- 3. Students identified as English Learner*
- 4. Students identified as Homeless*
- 5. Students whose individualized education program requires transportation*

Additional Plan Information:

Continue to replace current high polluting school buses and white fleet trucks or vans with low, near-zero, and zero-emission available options. New school buses must include current safety features such as seat belts, quieter cabin experience, and fuel and maintenance cost savings. We will research available grant funding to help with our transportation replacement plan such as Air Quality Districts, Heavy Duty Vehicle Incentive Program (HVIP), Diesel Emission Reduction Act (DERA).

Consultations:

This plan was made with all required consultations per Ed Code 39800.1

2026-27 FINANCIAL DATA ESTIMATES**Revenue Calculation**

Total 2025-26 Transportation Expenses (Function 36xx)	1,786,223.71
Less Capital Outlay (object 6xxx, Function 36xx)	478,704.59
Less Nonagency Expenditures (Goal 7110,7150, Function 36xx)	15,000.00
Transportation 2025-26 Eligible Expenses	1,292,519.12
Estimated 60% Reimbursement of Eligible Expenses	775,511.47
Less 2025-26 Transportation add-on (from LCFF)	485,937.00

Total Revenue (Object 8590, Resource 0000)**289,574.47****2026-27 BUDGET****Expenditures and Other Financing Uses**

2000-2999 - Classified Salaries	810,186.49
3000-3999 - Employee Benefits	341,668.16
4000-4999 - Books and Supplies	380,664.00
5000-5999 - Services and other Operating Expenditures	289,429.54
6000-6999 - Capital Outlay	-
7000-7999 - Other Outgo	-

Total Expenditures**1,821,948.18****Board Approval Date:** Tuesday, February 10, 2026

The Transportation plan and revenue calculations were developed in accordance with Education Code Sections 39800.1 and 41850.1.



RESCUE UNION SCHOOL DISTRICT

"Educating for the Future Together"

2390 Bass Lake Road • Rescue, CA 95672

(530) 677-4461 • FAX (530) 677-0719

www.rescueusd.org

January 7, 2026

Dear Kids Kreamery,

Thank you for your donation to Lake Forest Elementary School in the Rescue Union School District. Your donation of \$50 will be used to support students in need.

Rescue Union School District's mission is in partnership with families and the community. We are dedicated to the success of every student by providing a challenging, comprehensive, and quality education in a safe environment in which all individuals are respected, valued, connected, and supported. Your donation will help Lake Forest Elementary School towards our mission.

We would again like to extend a warm thank you for helping us and our students.

Sincerely,

Renee Mallot, Principal

Lake Forest Elementary School

Tax ID: 52-1551716

Jim Shoemake, Superintendent

Board of Trustees

Michael Gordon • Kim White • Michelle Bebout • Jamie Hunter • Michael Flaherty



RESCUE UNION SCHOOL DISTRICT

"Educating for the Future Together"

2390 Bass Lake Road • Rescue, CA 95672

(530) 677-4461 • FAX (530) 677-0719

www.rescueusd.org

February 4, 2026

Dear Kids Kreamery,

Thank you for your donation to Lake Forest Elementary School in the Rescue Union School District. Your donation of \$100 will be used to support students in need.

Rescue Union School District's mission is in partnership with families and the community. We are dedicated to the success of every student by providing a challenging, comprehensive, and quality education in a safe environment in which all individuals are respected, valued, connected, and supported. Your donation will help Lake Forest Elementary School towards our mission.

We would again like to extend a warm thank you for helping us and our students.

Sincerely,

Renee Mallot, Principal

Lake Forest Elementary School

Tax ID: 52-1551716

Jim Shoemake, Superintendent

Board of Trustees

Michael Gordon • Kim White • Michelle Bebout • Jamie Hunter • Michael Flaherty

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: OUT OF STATE TRAVEL REQUEST

RECOMMENDATION:

The Superintendent recommends the Board of Trustees approve travel Reno, NV for the state CADA (California Association of Directors of Activities) conference.

BACKGROUND:

Student activities foster a sense of community and provide opportunities for personal development. These opportunities are an important aspect of the Marina Village Positive School Climate program. Camp CADA is a professional development opportunity to enhance our teachers skills with our student leadership program.

STATUS:

Becky Lafrinire has registered to attend on March 3, 2026 through March 7, 2026. This conference will be funded using the Education Effectiveness Funds (EEF).

FISCAL IMPACT:

Fiscal impact is approximately \$2,800, to be funded from restricted one-time EEF funds.

BOARD GOAL:

II. STUDENT SUPPORT

- A. Student Safety and Well Being:** Enhance and encourage social, emotional, ethical and civic learning by providing a safe, supportive and diverse environment. **Reflected in LCAP GOAL 2**
- B. Curriculum and Instruction:** Provide a meaningful, innovative learning experience using content standards, research-based instructional methodology, effective instructional materials, staff development and technology that will ensure student success while in our District and beyond. **Reflected in LCAP GOAL 1**
- C. Environment:** Foster an engaging learning environment that motivates students to take ownership of their learning and personal academic growth. **Reflected in LCAP GOAL 2**

RESCUE UNION SCHOOL DISTRICT

CONFERENCE # _____

(Assigned by District Office)

CONFERENCE REQUEST

Requester Name Becky Lafrinire School: MV Date: 2/5/26
Camp CADA - Lead Outside Reno, NV
 Conference Name Conference Location

If out of state, date of Board Approval: _____ minutes attached: _____

Attendees:

1. <u>Becky Lafrinire</u>	2.	3.	4.
5.	6.	7.	8.

Travel Dates: Depart on Tues 3/3/26 at _____ (Date) (Time) Return on Sat 3/7/26 at _____ (Date) (Time)

Is this an Educator Effectiveness related training? YES / NO (For District Office Use Only)

If Yes, describe topic: _____

Subject # _____

Conference/Professional Development Expense Items:	Estimated Cost	Notes
Registration <u>member price</u>	<u>695.00</u>	<u>before 2/20/26 + \$50. - Preconference</u> <u>\$645 Seminar</u>
Flyer Attached	<u>✓</u>	
Hotel reservations	<u>850. -</u>	<u>4 nights depending on when we reserve</u>
Air reservations <u>Train</u>	<u>179.00</u>	
Meals purchased	<u>275.00</u>	<u>Please create one Purchase Order for the total estimated amount that is estimated approx amount</u>
Ground Transportation <u>n/a</u>		<u>to be reimbursed to all attendees. The estimated expenses should include</u>
Mileage		<u>Meals, ground transportation, mileage, and parking/tolls.</u>
Parking/tolls		
Sub Requested #days <u>4 @ \$157</u>	<u>628. -</u>	<u>Tues 3/3 - Fri 3/6</u>
Extra duty pay		
Other (please describe)	<u>150. -</u>	<u>CADA Membership for Lafrinire</u>
Total	<u>2777.00</u>	

\$ _____ Budget Code: 01-6266-0-5200-1110-1000-024-0000-0000

\$ _____ Budget Code: _____

\$ _____ Total Cost

APPROVED BY: _____

Director or Principal

Date

Asst. Superintendent, C & I

Or Asst. Superintendent, Business

Date



Not a CADA Member? Join Today

AREA REGIONAL 1-DAY CONFERENCES

CADA STATE CONVENTION (ADVISORS)

Attendee Registration
Exhibitor Registration
Lodging & Transportation
Schedule Of Events
Keynote Speakers
Pre-Conference Sessions
Social Events
Apply To Present
Administrators' Day
Future Dates

LEADERSHIP DEVELOPMENT DAYS

CASL STATE CONFERENCE (STUDENTS)

SUMMER LEADERSHIP CAMPS

NEW ACTIVITIES DIRECTORS INSTITUTES (ADVISOR)

MASTER ACTIVITY ADVISOR CERTIFICATION

[Programs & Conferences](#) > [CADA State Convention \(Advisors\)](#)



SAVE THE DATE!
2026 CADA CONVENTION
MARCH 4-6, 2026 • GRAND SIERRA RESORT • RENO, NV
REGISTRATION NOW OPEN!

REGISTER NOW

CONVENTION PRICES

Member/Out Of State Registrants

\$595 - Prices go up after January 23

\$645 - January 24 - February 20

\$695 - Onsite (If space permits)

Non-Member Registrants

\$745 - Prices go up after January 23

\$795 - January 24 - February 20

\$845 - Onsite (If space permits)

All attendees agree to the [CADA Convention Policies](#) upon registering for the event.

DOWNLOAD THE BROCHURE!

HOW TO REGISTER

CADA has gone paperless with our registrations! You now can register online and register with a credit card or check. All attendees must register. You must complete your order on the payment screen for your registration to be completed. **You are NOT registered until you get to the confirmation page/email.**

For registration policies [click here](#). For registration edits, please contact [CADA Central](#) at info@cada1.org. All attendees agree to the [CADA Convention Policies](#) upon registering for the event.

If paying by check select "Sending Check" in the payment method and hit "Submit and Complete Order". If you need to **pay by credit card after you have already registered and selected "sending check"**, please call CADA Central and we can process the payment over the phone.

CHECK PAYMENTS

Checks can be made out to CADA and mailed to:

CADA - 7960 Soquel Drive., Suite B112, Aptos, CA 95003

Please include a copy of your confirmation with all check payments.

Switching payment methods: If you initially selected to pay by check but would prefer to use a credit card or CALCARD, you can make your payment method at any time. Simply call us with your payment details or log in to your account to process the payment online. *When*





Out of State Attendees: For those attendees traveling from outside of California, you receive the member price. Please call CADA Central for a coupon code to get member pricing 831-464-4891.

REGISTRATION PACKAGES

Regular Registration Package includes: Full Convention registration with workshops, general sessions, Area functions, entry into the exhibit hall, Convention giveaways, and all social events (Wednesday dinner and networking event, Thursday Exhibit Hall reception (light appetizers), Thursday after-party, and Friday dinner/dance).

Out of State Attendees: For those attendees traveling from outside of California, you receive the member price. Please call CADA Central for a coupon code to get member pricing 831-464-4891.

Substitution/Transfer Policy: Transfers made prior to **February 26, 2026**, can be processed by completing the substitution form. Once the substitution request is submitted and processed, the registration will be updated to reflect the new attendee. Please fill out the substitution form to request a transfer of your registration. If you are transferring a registration from a member to a non-member (or vice versa), any difference in registration fees will be adjusted accordingly. **Transfer requests after February 26, 2026, should be handled onsite at the registration desk.**

WHAT DOES MY CADA CONFERENCE REGISTRATION INCLUDE:

Full Convention packages include workshops, general sessions, Area functions, entry into the exhibit hall, Convention giveaways, and all social events (Wednesday dinner and networking event, Thursday Exhibit Hall reception (light appetizers), Thursday after-party, and Friday dinner/dance). Registration **DOES NOT** include your hotel room - you will need to book on your own. [Click here](#) for lodging details.

SPECIAL EVENTS & ADDITIONAL TICKETS

- **\$50 Pre-Conference Seminars | \$75 Onsite** - Wednesday, March 4, from 9:00 AM – 12:00 PM [Click here for Pre-Conference details.](#)
- **MAA** - \$100 MAA Foundations course or \$50 per MAA 200-level course
- **\$150 Companion/Guest Ticket** - For non-school related spouse, partner, or other. Includes access to all social events and entry into exhibit hall, but **NOT** educational sessions.
- **\$75 Extra Friday Dinner/Dance Ticket** - Friday, March 6th (All registered attendees receive 1 dinner/dance ticket).
- **\$25 CADA Scholarship 5k Run/1k Walk** - Friday, March 6th (Includes shirt). All proceeds go to the [CADA/CASL Memorial Scholarship](#).

INVITE YOUR ADMINISTRATOR

Administrators are invited to spend the day with us on **Friday, March 6th**, where they will have a **free all-access pass** to the Convention - including workshops, the general session, and the exhibit hall. **Note:** *If your administrator would like to stay for the Friday Dinner/Dance they will need to purchase a \$75 dinner ticket.* [Click here](#) to register for Admin Day.

[REGISTER NOW](#)



RSV



RNO

Tue, Mar 3 | Sat, Mar 7

Revise Search



\$179

1

Trip Summary

Departure | Tue, Mar 3

Roseville, CA to Reno, NV

RSV

RNO



6

DEPARTS
10:51a

4h 36m

ARRIVES
3:27p

Details ▾



5

DEPARTS
9:24a

4h 50m

ARRIVES
2:14p

Details ▾

1 Lower Level Coach Seat

1 Coach Seat

Additional Items

Prices shown are for the entire trip.



Bicycle

See Details

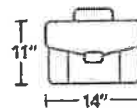
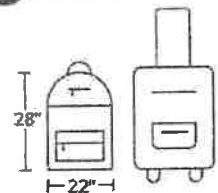
Sold Out

Pet
\$78

See Details

0 +

Baggage Allowances

1 personal item
25 lb.2 carry-on items
50 lb. each

One personal item (14x11x7 in., 25 lb.) and two carry-on items (28x22x14 in. 50 lb.) per passenger. Store personal items under the seat or in overhead luggage shelf. Carry-on bags must fit in the sizer at the station. Where accepted, two checked bags (75 linear inch, 50 lb.) per passenger. See all baggage guidelines and if your station accepts checked baggage (at-the-station).

Need Help?

Back

CONTINUE

Travel Board Policy Summary
See Board Policy 3350 for more details

Transportation:

Economy, standard, tourist, or similar airfare rates are allowed. First class fare will be allowed only in emergency situations with prior approval of the Superintendent or designee. The option for use of a private vehicle or air transportation or other mode may be allowed except that the district shall make reimbursement for transportation resulting in the least cost to the district, considering all other costs. The amount allowed for subsistence expenses will be no more than the amount that would have been allowed had the trip been made by public transportation.

Meals:

Reimbursements shall be based upon actual and necessary meal costs. If a meal is not taken, no amount may be claimed. If the actual cost is less than the limitation prescribed herein, only the actual amount may be claimed. If a meal should exceed the limitation, the claimant has the option of claiming the limitation amount, or claiming the actual higher amount with a statement of justification attached to the claim, as well as the Superintendent's authorized signature approval. Receipts are required for reimbursement. Meals which are provided within the conference shall not be reimbursed, but shall be considered a part of the conference registration. The rate schedule is a guide which can be used for estimating costs.

Receipts must be original and itemized (not just the credit card payment). **Receipts must not have alcoholic beverages on them (not even scratched out).** Request alcohol be on a separate tab. Please request separate billing for reimbursement.

Any cost exceeding the Board approved meal reimbursement rate shall be paid by the employee.

Not to exceed meal amounts:

Breakfast	\$14.00
Lunch	\$18.00
Dinner	\$32.00
Full Day Max	\$64.00

(Board Policy Regulation 3350: Travel Expenses revised 08/09/2022)

(Please note: Any and all expenses of a personal nature are not reimbursable (including charges to hotel rooms, alcoholic beverages, etc.)

Banquets:

A banquet breakfast, luncheon or dinner, which is an official part of a conference and for which there is a prescribed fee, may exceed a meal limitation amount as previously designated and may be reimbursed at actual cost, as approved by the Superintendent or designee.

Lodging:

Lodging shall be reimbursed as authorized. If a spouse is in attendance, reimbursement shall not exceed the rate for single occupancy lodging. The maximum reimbursable amount shall be at the single occupancy rate established for conference/event lodging, as approved by the Superintendent or designee.

Reimbursement Request:

All expense reimbursement claims shall be submitted on a district form, within 10 working days following return from travel when possible. The form shall be accompanied by receipts and any explanation necessary to document that the expenses meet district criteria for reimbursement. Please sign reimbursement form, turn in to site secretary for Site/Dept. Administration signature.

Attendee name Rebecca Lafynice
Attendee signature Rebecca Lafynice Date: 2.5.26
Conference # _____

This form must be returned to the site secretary or District Office before attending the conference.