

School Year: **2019-20**

# School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

|   |   |
|---|---|
| <b>School Name</b>                            | Rio Vista Elementary School                   |
| <b>Address</b>                                | 67-700 Verona Rd.<br>Cathedral City, CA 92234 |
| <b>County-District-School (CDS) Code</b>      | 33-67173-0105767                              |
| <b>Principal</b>                              | Aaron Tarzian                                 |
| <b>District Name</b>                          | Palm Springs Unified School District          |
| <b>SPSA Revision Date</b>                     | 7/1/19- 6/30/20                               |
| <b>Schoolsite Council (SSC) Approval Date</b> | October 15, 2019                              |
| <b>Local Board Approval Date</b>              | November 26, 2019                             |

This certifies that updates to my SPSA are completed

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

Rio Vista Elementary School is a school of excellence where our community of learners, including all faculty, students, parents and community members work as a team to increase student achievement, to build academic success, to encourage good citizenship, to develop healthy values, and to elevate a sense of happiness and wellbeing for all students.

Our school promotes good manners and the tenets of good citizenship: respect, perseverance, kindness, fairness, responsibility, friendship, caring, trustworthiness, consideration, and pride.

- o Our school instills a desire to learn in each child.
- o Parents and teachers are sensitive to each child's individual needs so that every student reaches his/her full potential.
- o Every student is challenged to strive for his or her best.
- o Our school is a safe and secure environment that supports diversity and inclusion.
- o Our school provides a well-rounded, enriched education to establish college readiness.
- o All children are encouraged to be and achieve all that they can, with guidance and support from all school personnel and parents.

# School Profile

Rio Vista Elementary School, located in Cathedral City, opened its doors for the first day of school on August 30, 2004. As one of 16 elementary schools in the Palm Springs Unified School District, Rio Vista serves approximately 740 students in grades preschool through fifth grade. The campus consists of 30 classrooms, a kindergarten building with four classrooms, a multipurpose building, an administrative office, a library building, and a large playground. A Head Start building is also located on the campus. The school is located in a neighborhood that has the potential for continued growth. The majority of the students live within walking distance. Many students attend through intradistrict transfers. Rio Vista is on a traditional school calendar.

Rio Vista Elementary parents and staff have participated in decisions to set the tone, traditions, and practices for years to come. Establishing and maintaining the culture of our school falls into the hands of our entire learning community. Our focus statement, Rangers Lead the Way, is being realized as the entire community participates in the processes that becomes our practices.

The Rio Vista website provides parents with up-to-date information about school activities, grade level events, educational websites, and PTA announcements. A dedicated cadre of parents volunteer regularly in classrooms. Each grade level holds a Back to School Night to provide information for parents for each child in their family. The active Parent Teacher Association, under strong leadership, meets quarterly and is dedicated to increasing parent involvement.

The School Site Council members are elected on a rotating schedule to provide continuity. The ten member Council is fulfilling their duties as assigned. The Single Plan for Student Achievement is updated annually by the School Site Council. Our school will evaluate the effectiveness of our SPSA shortly after state testing scores are released and our SSC and other leadership groups have had the opportunity to review all student achievement data. Monitoring comments will be added to our SPSA throughout the year. Revisions to our SPSA, and subsequent Board approval, will occur if there are substantial budget and/or material changes during the school year.

# Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

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

Rio Vista Elementary School Site Council (SSC) meets regularly during school year to review and update the school plan including proposed expenditures of Title I funds. School goals are based upon comprehensive needs assessment that includes the analysis of verifiable state data, including information displayed on the CA School Dashboard. Other district and school data, including interim assessments, are utilized to further measure and monitor achievement throughout the school year. School goals are aligned with PSUSD LCAP goals and include the same metrics/indicators. Input and advice is solicited from school advisory committees including the ELAC and School Leadership team. The Rio Vista School Plan addresses how LCFF and Title I funds will be used to improve the academic performance of all students and close student group achievement gaps. The revisions to the plan for 2019-2020 were reviewed, discussed and approved at the School Site Meeting on May 3rd, 2019.

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

SSC Election Dates and Results:

- September 5, 2018 – One new parents elected – Zorina Sanchez, 1 new teacher elected – Liane Tande. Site Council nominations were

accepted through August 25, 2018. Ballots were distributed on August 28 and were returned by September 2, 2018

SSC Meeting Dates and Topics:

- September 3, 2018 – SSC Training
- September 15, 2018 – Review of SSC by-laws, election of officers, first read and input for parent involvement policy, brief overview of current SPSA – copies provided to all council members for them to review prior to the next meeting
- October 17, 2018 – Second reading and approval of parent involvement policy, ELAC report, review of SPSA actions and current

implementation, review of 2017-18 DIBELS results and first DIBELS benchmark results for this year.  
Review budget allocation

adjustments, discussed and approved revisions to current plan.

- February 12, 2019 – review of 2018 California Dashboard data including SBAC results, suspension and expulsion results, and attendance results, ELAC report, begin reflection and evaluation of services and actions funded through SPSA
- April 20, 2019 – Continued evaluation of SPSA actions and services

May 3, 2019---Based on the evaluation of the implementation and effectiveness of the SPSA actions (see Annual Evaluation and Needs Assessment Section) and the review of the California School Dashboard, Core Data, District Assessments, and Panorama Survey input, the SSC recommended the following revisions to the SPSA:

Review and revise the school positive behavior plan and discipline plan to include specific progressive discipline procedures. Also include specific progressive instruction and intervention on positive school behaviors (socio-emotional and academic). Revisions to SSC reviewed, discussed and approved.

ELAC Meeting Dates and Topics:

- September 22, 2018 – Met with ELAC to discuss and receive input regarding SPSA revisions. Reviewed DIBELS results.
- January 30, 2019 – Met with ELAC to review 2018 CA Dashboard. Discussed various actions and their impact and received input

regarding possible modifications and additions.

- May 7, 2019, report, approve revisions for the 2019-20 SPSA and budget

## Resource Inequities

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

Through our needs assessment we identified a resource inequity within our English Learner student group. Our EL students are performing 32 points below our All Students group in ELA and 42 below are All Students group in math no specific actions or expenditures were specifically focused at this student group. In Goal 1 of our 19-20 plan, we have addressed this inequity through two specific actions:

- Our Academic Coach will have a specific focus placed on supporting classroom teachers in the identifying and effective delivery of appropriate strategies to use during integrated and designated ELD.
- Bilingual Aides will provide support during EL instructional blocks for TK-5th grade levels.
- After school interventions will first target for involvement EL students who are performing below grade level in math and ELA.

## Needs Assessment – Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students.

ELA Indicator--All students increased--8.5 points. Students in categories for Homeless, Socioeconomically Disadvantaged Students with Disabilities increased or increased significantly.

Mathematics Indicator--Students in the Homeless and Students with Disabilities increased or increased significantly.

Teachers received support from ELA TOSA with a focus on effective implementation on reading routines. A reading consultant, Kris Tom, provided training to teachers on aligning ELA instruction to the Core Standards

### Greatest Progress

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Mathematics Indicator--All students group is in orange group at 22.5 points below 3, English Learner Group, in orange group at 41 points below 3. Socioeconomically Disadvantaged group at 32.7 below 3 and Students with Disabilities group at 39.8 below 3. Hispanic group is in the orange at 32.5 below 3.

ELA Indicator--English Learner Group is in the orange at 23.4 below 3. The Students with Disabilities group is in the orange at 82.2 below 3.

### Greatest Needs

Chronic Absenteeism Indicator--All students group is in the red at 14.1%. Homeless group is in the red at 30.9%. Socioeconomically Disadvantaged group is in the red at 15.3%. English Learners group is in the orange at 10.4%. Students with Disabilities group is in the orange at 19.2%. Hispanic group is in the orange at 13.1%. White group is on the orange at 18.2%.

Suspension Indicator--Students with Disabilities group is in the orange at 2.9%. Hispanic group is in the orange with 1.2%.

Implement a school-wide positive behavior plan with a flow chart of intervention for unwanted behavior, a set of behavioral expectations for all areas of the campus that will be monitored and enforced universally

and a format for documenting behaviors and interventions applied that include restorative justice, Informed Trauma Instruction and Alternate means of correction.

Implement a schedule for Designated intervention and EL learning times. Bilingual paraprofessionals will assist teachers as support for ELD. Implement integrated strategies for ELD during instruction. Include ELD and EL progress monitoring as part of instruction and PLC collaboration on analysis of data.

High Impact Math and instructional planning will be provided by Site TOSA and District TOSA. The principal will research consultants for additional support for teachers.

At the start of the 2019-20 school year, a thorough review of the 2018-19 CAASPP results was conducted. Overall, the school made a 1% increase of students meeting or exceeding the standard in ELA and a 5% increase of students meeting or exceeding the standard in Math. English learners performance in ELA as a whole increased slightly by 2% in students meeting or exceeding the standard. However, math performance for English learners remained approximately the same year over year. There continues to be a large achievement gap between how students that are English learners are performing at Rio Vista and how students that are English Only are performing. In ELA the achievement gap is 39 percentage points. In math, the achievement gap is 31 percentage points. Additional funds along with an emphasis on integrated ELD strategies are being implemented this year to address this need. This includes putting in structures to support more integrated ELD strategies being utilized on a daily basis (such as restorative classroom building activities like classroom circles, Kagan Cooperative learning strategies, and restructuring the physical set up of classrooms to support more communication and collaboration between students). Students that are English learners also need to be targeted for planned after school interventions and support in already budgeted interventions. Additionally, there were decreases year over year in performance of our students with disabilities subgroup. In ELA, 8% fewer students were meeting or exceeding the standard than did in the 2017-18 school year. In Math, there were 22% fewer students meeting or exceeding the standard than were in the 2017-18 school year. These students will need to be targeted in after school intervention and performance monitored at the interim reporting periods to ensure that essential learning targets are met.

Additional areas of need include better data collection for behavior and improved behavior and social-emotional learning support for students as identified by staff and family concerns collected at the end and beginning of this school year both through informal data collection and the Panorama Climate Survey.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

## Performance Gaps

ELA Indicators--Performance gaps are noted for both English Learners and Students with Disabilities.

The following actions will be implemented to improve services for EL students: Implement a schedule for Designated intervention and EL learning times. Bilingual paraprofessionals will assist teachers as support for ELD. Implement integrated strategies for ELD during instruction. Include ELD and EL progress monitoring as part of instruction and PLC collaboration on analysis of data. The following actions will be implemented to improve services for Students with Disabilities: Classroom teachers will collaborate with service providers for the purpose of aligning identified student goals with classroom instruction and Core Standards. The classroom teacher and service provider will meet monthly to review student progress and needs.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup |                       |        |        |                    |       |       |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group                  | Percent of Enrollment |        |        | Number of Students |       |       |
|                                | 16-17                 | 17-18  | 18-19  | 16-17              | 17-18 | 18-19 |
| American Indian                | 0.3%                  | 0.28%  | 0.7%   | 2                  | 2     | 5     |
| African American               | 1.9%                  | 1.81%  | 2.37%  | 14                 | 13    | 17    |
| Asian                          | 1.5%                  | 1.53%  | 0.98%  | 11                 | 11    | 7     |
| Filipino                       | 2.1%                  | 2.23%  | 2.23%  | 15                 | 16    | 16    |
| Hispanic/Latino                | 75.1%                 | 75.49% | 75.28% | 541                | 542   | 539   |
| Pacific Islander               | 0.1%                  | 0.14%  | %      | 1                  | 1     |       |
| White                          | 16.9%                 | 15.88% | 15.22% | 122                | 114   | 109   |
| Multiple/No Response           | %                     | %      | %      |                    |       |       |
| <b>Total Enrollment</b>        |                       |        |        | 720                | 718   | 716   |

## Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 16-17              | 17-18 | 18-19 |
| Kindergarten                      | 93                 | 128   | 132   |
| Grade 1                           | 120                | 102   | 109   |
| Grade 2                           | 119                | 111   | 107   |
| Grade3                            | 120                | 120   | 115   |
| Grade 4                           | 141                | 117   | 127   |
| Grade 5                           | 127                | 140   | 126   |
| <b>Total Enrollment</b>           | 720                | 718   | 716   |



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment               |                    |       |       |                     |       |       |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group                                 | Number of Students |       |       | Percent of Students |       |       |
|   | 16-17              | 17-18 | 18-19 | 16-17               | 17-18 | 18-19 |
| English Learners                              | 269                | 274   | 237   | 37.4%               | 38.2% | 33.1% |
| Fluent English Proficient (FEP)               | 58                 | 51    | 66    | 8.1%                | 7.1%  | 9.2%  |
| Reclassified Fluent English Proficient (RFEP) | 33                 | 24    | 30    | 11.7%               | 8.9%  | 10.9% |

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students |                        |       |       |                      |       |       |                    |       |       |                        |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with |       |       | % of Enrolled Students |       |       |
|  | 16-17                  | 17-18 | 18-19 | 16-17                | 17-18 | 18-19 | 16-17              | 17-18 | 18-19 | 16-17                  | 17-18 | 18-19 |
| Grade 3                                | 118                    | 116   | 115   | 117                  | 115   | 115   | 117                | 115   | 115   | 99.2                   | 99.1  | 100   |
| Grade 4                                | 131                    | 112   | 116   | 131                  | 111   | 116   | 131                | 111   | 116   | 100                    | 99.1  | 100   |
| Grade 5                                | 122                    | 129   | 118   | 122                  | 128   | 117   | 122                | 128   | 117   | 100                    | 99.2  | 99.2  |
| All Grades                             | 371                    | 357   | 349   | 370                  | 354   | 348   | 370                | 354   | 348   | 99.7                   | 99.2  | 99.7  |

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

| Overall Achievement for All Students |                  |       |       |            |       |       |                |       |       |                   |       |       |                |       |       |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard |       |       | % Standard Met |       |       | % Standard Nearly |       |       | % Standard Not |       |       |
|                                      | 16-17            | 17-18 | 18-19 | 16-17      | 17-18 | 18-19 | 16-17          | 17-18 | 18-19 | 16-17             | 17-18 | 18-19 | 16-17          | 17-18 | 18-19 |
| Grade 3                              | 2417.            | 2429. | 2446. | 24.79      | 28.70 | 33.91 | 16.24          | 18.26 | 23.48 | 24.79             | 28.70 | 25.22 | 34.19          | 24.35 | 17.39 |
| Grade 4                              | 2464.            | 2474. | 2465. | 25.95      | 27.03 | 30.17 | 22.90          | 25.23 | 19.83 | 20.61             | 16.22 | 20.69 | 30.53          | 31.53 | 29.31 |
| Grade 5                              | 2502.            | 2508. | 2489. | 24.59      | 26.56 | 23.08 | 30.33          | 28.13 | 24.79 | 18.85             | 18.75 | 16.24 | 26.23          | 26.56 | 35.90 |
| All Grades                           | N/A              | N/A   | N/A   | 25.14      | 27.40 | 29.02 | 23.24          | 24.01 | 22.70 | 21.35             | 21.19 | 20.69 | 30.27          | 27.40 | 27.59 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 16-17            | 17-18 | 18-19 | 16-17                 | 17-18 | 18-19 | 16-17            | 17-18 | 18-19 |
| Grade 3  | 23.93            | 25.22 | 32.17 | 37.61                 | 46.96 | 45.22 | 38.46            | 27.83 | 22.61 |
| Grade 4  | 25.19            | 27.93 | 25.00 | 45.04                 | 47.75 | 49.14 | 29.77            | 24.32 | 25.86 |
| Grade 5  | 25.41            | 27.34 | 21.37 | 50.00                 | 45.31 | 51.28 | 24.59            | 27.34 | 27.35 |
| All Grades   | 24.86            | 26.84 | 26.15 | 44.32                 | 46.61 | 48.56 | 30.81            | 26.55 | 25.29 |

| Writing<br>Producing clear and purposeful writing |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                       | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 16-17            | 17-18 | 18-19 | 16-17                 | 17-18 | 18-19 | 16-17            | 17-18 | 18-19 |
| Grade 3   | 24.79            | 24.35 | 27.83 | 44.44                 | 45.22 | 51.30 | 30.77            | 30.43 | 20.87 |
| Grade 4   | 22.90            | 24.32 | 25.00 | 48.09                 | 45.05 | 44.83 | 29.01            | 30.63 | 30.17 |
| Grade 5   | 30.00            | 42.19 | 23.08 | 44.17                 | 35.16 | 42.74 | 25.83            | 22.66 | 34.19 |
| All Grades  | 25.82            | 30.79 | 25.29 | 45.65                 | 41.53 | 46.26 | 28.53            | 27.68 | 28.45 |

| <b>Listening</b>                                    |                         |              |              |                              |              |              |                         |              |              |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| <b>Demonstrating effective communication skills</b> |                         |              |              |                              |              |              |                         |              |              |
| <b>Grade Level</b>                                  | <b>% Above Standard</b> |              |              | <b>% At or Near Standard</b> |              |              | <b>% Below Standard</b> |              |              |
|   | <b>16-17</b>            | <b>17-18</b> | <b>18-19</b> | <b>16-17</b>                 | <b>17-18</b> | <b>18-19</b> | <b>16-17</b>            | <b>17-18</b> | <b>18-19</b> |
| <b>Grade 3</b>                                      | 19.66                   | 19.13        | 28.70        | 57.26                        | 62.61        | 57.39        | 23.08                   | 18.26        | 13.91        |
| <b>Grade 4</b>                                      | 21.37                   | 21.62        | 18.97        | 51.91                        | 58.56        | 62.93        | 26.72                   | 19.82        | 18.10        |
| <b>Grade 5</b>                                      | 18.03                   | 17.97        | 17.09        | 63.93                        | 57.03        | 58.12        | 18.03                   | 25.00        | 24.79        |
| <b>All Grades</b>                                   | 19.73                   | 19.49        | 21.55        | 57.57                        | 59.32        | 59.48        | 22.70                   | 21.19        | 18.97        |

| <b>Research/Inquiry</b>                                     |                         |              |              |                              |              |              |                         |              |              |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| <b>Investigating, analyzing, and presenting information</b> |                         |              |              |                              |              |              |                         |              |              |
| <b>Grade Level</b>  | <b>% Above Standard</b> |              |              | <b>% At or Near Standard</b> |              |              | <b>% Below Standard</b> |              |              |
|   | <b>16-17</b>            | <b>17-18</b> | <b>18-19</b> | <b>16-17</b>                 | <b>17-18</b> | <b>18-19</b> | <b>16-17</b>            | <b>17-18</b> | <b>18-19</b> |
| <b>Grade 3</b>  | 25.64                   | 29.57        | 26.96        | 42.74                        | 47.83        | 56.52        | 31.62                   | 22.61        | 16.52        |
| <b>Grade 4</b>  | 26.72                   | 27.03        | 21.55        | 53.44                        | 53.15        | 53.45        | 19.85                   | 19.82        | 25.00        |
| <b>Grade 5</b>  | 34.43                   | 36.72        | 27.35        | 41.80                        | 40.63        | 40.17        | 23.77                   | 22.66        | 32.48        |
| <b>All Grades</b>   | 28.92                   | 31.36        | 25.29        | 46.22                        | 46.89        | 50.00        | 24.86                   | 21.75        | 24.71        |

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

| Overall Participation for All Students |                        |       |       |                      |       |       |                    |       |       |                        |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with |       |       | % of Enrolled Students |       |       |
|  | 16-17                  | 17-18 | 18-19 | 16-17                | 17-18 | 18-19 | 16-17              | 17-18 | 18-19 | 16-17                  | 17-18 | 18-19 |
| Grade 3                                | 118                    | 116   | 115   | 117                  | 115   | 115   | 117                | 115   | 115   | 99.2                   | 99.1  | 100   |
| Grade 4                                | 131                    | 112   | 116   | 131                  | 111   | 116   | 131                | 111   | 116   | 100                    | 99.1  | 100   |
| Grade 5                                | 122                    | 129   | 118   | 122                  | 128   | 117   | 122                | 128   | 117   | 100                    | 99.2  | 99.2  |
| All Grades                             | 371                    | 357   | 349   | 370                  | 354   | 348   | 370                | 354   | 348   | 99.7                   | 99.2  | 99.7  |

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

| Overall Achievement for All Students |                  |       |       |            |       |       |                |       |       |                   |       |       |                |       |       |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard |       |       | % Standard Met |       |       | % Standard Nearly |       |       | % Standard Not |       |       |
|                                      | 16-17            | 17-18 | 18-19 | 16-17      | 17-18 | 18-19 | 16-17          | 17-18 | 18-19 | 16-17             | 17-18 | 18-19 | 16-17          | 17-18 | 18-19 |
| Grade 3                              | 2439.            | 2426. | 2471. | 22.22      | 20.87 | 36.52 | 29.06          | 26.09 | 33.91 | 29.06             | 25.22 | 15.65 | 19.66          | 27.83 | 13.91 |
| Grade 4                              | 2458.            | 2461. | 2441. | 6.87       | 10.81 | 5.17  | 30.53          | 22.52 | 29.31 | 37.40             | 47.75 | 32.76 | 25.19          | 18.92 | 32.76 |
| Grade 5                              | 2507.            | 2496. | 2487. | 27.05      | 20.31 | 19.66 | 16.39          | 21.88 | 14.53 | 30.33             | 27.34 | 29.06 | 26.23          | 30.47 | 36.75 |
| All Grades                           | N/A              | N/A   | N/A   | 18.38      | 17.51 | 20.40 | 25.41          | 23.45 | 25.86 | 32.43             | 33.05 | 25.86 | 23.78          | 25.99 | 27.87 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures |                  |       |       |                       |       |       |                  |       |       |  |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|--|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |  |
|  | 16-17            | 17-18 | 18-19 | 16-17                 | 17-18 | 18-19 | 16-17            | 17-18 | 18-19 |  |
| Grade 3  | 39.32            | 33.91 | 54.78 | 29.91                 | 33.91 | 29.57 | 30.77            | 32.17 | 15.65 |  |
| Grade 4  | 22.90            | 20.72 | 17.24 | 35.11                 | 35.14 | 31.03 | 41.98            | 44.14 | 51.72 |  |
| Grade 5  | 31.97            | 28.91 | 23.08 | 31.97                 | 28.13 | 32.48 | 36.07            | 42.97 | 44.44 |  |
| All Grades   | 31.08            | 27.97 | 31.61 | 32.43                 | 32.20 | 31.03 | 36.49            | 39.83 | 37.36 |  |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 16-17            | 17-18 | 18-19 | 16-17                 | 17-18 | 18-19 | 16-17            | 17-18 | 18-19 |
| Grade 3  | 26.50            | 25.22 | 40.87 | 49.57                 | 40.87 | 37.39 | 23.93            | 33.91 | 21.74 |
| Grade 4  | 14.50            | 11.71 | 12.07 | 54.20                 | 60.36 | 49.14 | 31.30            | 27.93 | 38.79 |
| Grade 5  | 22.13            | 16.41 | 15.38 | 46.72                 | 51.56 | 41.03 | 31.15            | 32.03 | 43.59 |
| All Grades   | 20.81            | 17.80 | 22.70 | 50.27                 | 50.85 | 42.53 | 28.92            | 31.36 | 34.77 |

| <b>Communicating Reasoning</b><br><b>Demonstrating ability to support mathematical conclusions</b> |                         |              |              |                              |              |              |                         |              |              |
|--|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| <b>Grade Level</b>   | <b>% Above Standard</b> |              |              | <b>% At or Near Standard</b> |              |              | <b>% Below Standard</b> |              |              |
|  | <b>16-17</b>            | <b>17-18</b> | <b>18-19</b> | <b>16-17</b>                 | <b>17-18</b> | <b>18-19</b> | <b>16-17</b>            | <b>17-18</b> | <b>18-19</b> |
| <b>Grade 3</b>   | 29.06                   | 24.35        | 43.48        | 51.28                        | 52.17        | 46.96        | 19.66                   | 23.48        | 9.57         |
| <b>Grade 4</b>   | 18.32                   | 18.92        | 11.21        | 51.91                        | 48.65        | 51.72        | 29.77                   | 32.43        | 37.07        |
| <b>Grade 5</b>   | 26.23                   | 18.75        | 18.80        | 36.07                        | 50.78        | 37.61        | 37.70                   | 30.47        | 43.59        |
| <b>All Grades</b>  | 24.32                   | 20.62        | 24.43        | 46.49                        | 50.56        | 45.40        | 29.19                   | 28.81        | 30.17        |

# School and Student Performance Data

## ELPAC Results

| ELPAC Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students |         |        |               |        |                  |        |                           |       |
|--|---------|--------|---------------|--------|------------------|--------|---------------------------|-------|
| Grade Level  | Overall |        | Oral Language |        | Written Language |        | Number of Students Tested |       |
|  | 17-18   | 18-19  | 17-18         | 18-19  | 17-18            | 18-19  | 17-18                     | 18-19 |
| Grade K  | 1423.7  | 1428.9 | 1435.3        | 1439.9 | 1396.6           | 1403.1 | 55                        | 34    |
| Grade 1  | 1471.5  | 1451.3 | 1473.2        | 1462.8 | 1469.4           | 1439.2 | 43                        | 31    |
| Grade 2  | 1478.7  | 1473.9 | 1480.7        | 1476.9 | 1476.3           | 1470.3 | 32                        | 30    |
| Grade 3  | 1489.5  | 1464.6 | 1486.6        | 1463.3 | 1491.8           | 1465.5 | 45                        | 26    |
| Grade 4  | 1471.1  | 1470.6 | 1465.9        | 1462.0 | 1475.7           | 1478.7 | 30                        | 41    |
| Grade 5  | 1430.4  | 1484.7 | 1427.7        | 1469.4 | 1432.7           | 1499.5 | 36                        | 29    |
| All Grades   |         |        |               |        |                  |        | 241                       | 191   |

| Overall Language<br>Percentage of Students at Each Performance Level for All Students |         |       |         |       |         |       |         |       |                          |       |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level   | Level 4 |       | Level 3 |       | Level 2 |       | Level 1 |       | Total Number of Students |       |
|   | 17-18   | 18-19 | 17-18   | 18-19 | 17-18   | 18-19 | 17-18   | 18-19 | 17-18                    | 18-19 |
| K   | 34.55   | 14.71 | 27.27   | 41.18 | 23.64   | 35.29 | *       | 8.82  | 55                       | 34    |
| 1   | 46.51   | 9.68  | 32.56   | 38.71 | *       | 35.48 |         | 16.13 | 43                       | 31    |
| 2   | 34.38   | 6.67  | 40.63   | 46.67 | *       | 33.33 | *       | 13.33 | 32                       | 30    |
| 3   | *       | 3.85  | 26.67   | 38.46 | 37.78   | 34.62 | *       | 23.08 | 45                       | 26    |
| 4   | *       | 14.63 | 56.67   | 41.46 | *       | 24.39 | *       | 19.51 | 30                       | 41    |
| 5   | *       | 24.14 | 38.89   | 34.48 | *       | 24.14 | 30.56   | 17.24 | 36                       | 29    |
| All Grades  | 29.05   | 12.57 | 35.27   | 40.31 | 21.99   | 30.89 | 13.69   | 16.23 | 241                      | 191   |

| Oral Language<br>Percentage of Students at Each Performance Level for All Students |         |       |         |       |         |       |         |       |                          |       |
|--|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level  | Level 4 |       | Level 3 |       | Level 2 |       | Level 1 |       | Total Number of Students |       |
|  | 17-18   | 18-19 | 17-18   | 18-19 | 17-18   | 18-19 | 17-18   | 18-19 | 17-18                    | 18-19 |
| K  | 38.18   | 14.71 | 32.73   | 52.94 | *       | 26.47 | *       | 5.88  | 55                       | 34    |
| 1  | 62.79   | 25.81 | 27.91   | 29.03 | *       | 38.71 |         | 6.45  | 43                       | 31    |
| 2  | 50.00   | 16.67 | *       | 60.00 | *       | 13.33 | *       | 10.00 | 32                       | 30    |
| 3  | 35.56   | 19.23 | 40.00   | 42.31 | *       | 15.38 | *       | 23.08 | 45                       | 26    |
| 4  | 46.67   | 26.83 | *       | 46.34 | *       | 12.20 | *       | 14.63 | 30                       | 41    |
| 5  | 38.89   | 31.03 | *       | 34.48 | *       | 20.69 | 30.56   | 13.79 | 36                       | 29    |
| All Grades   | 44.81   | 22.51 | 30.71   | 44.50 | 10.79   | 20.94 | 13.69   | 12.04 | 241                      | 191   |

| Written Language<br>Percentage of Students at Each Performance Level for All Students |         |       |         |       |         |       |         |       |                          |       |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level   | Level 4 |       | Level 3 |       | Level 2 |       | Level 1 |       | Total Number of Students |       |
|   | 17-18   | 18-19 | 17-18   | 18-19 | 17-18   | 18-19 | 17-18   | 18-19 | 17-18                    | 18-19 |
| <b>K</b>  | 23.64   | 11.76 | 20.00   | 38.24 | 32.73   | 41.18 | 23.64   | 8.82  | 55                       | 34    |
| <b>1</b>  | 39.53   | 6.45  | *       | 32.26 | *       | 32.26 | *       | 29.03 | 43                       | 31    |
| <b>2</b>  | *       | 6.67  | *       | 33.33 | 37.50   | 26.67 | *       | 33.33 | 32                       | 30    |
| <b>3</b>  | *       | 0.00  | *       | 26.92 | 31.11   | 42.31 | 40.00   | 30.77 | 45                       | 26    |
| <b>4</b>  |         | 12.20 | 50.00   | 17.07 | *       | 43.90 | *       | 26.83 | 30                       | 41    |
| <b>5</b>  | *       | 10.34 | 33.33   | 37.93 | *       | 20.69 | 41.67   | 31.03 | 36                       | 29    |
| <b>All Grades</b>   | 18.26   | 8.38  | 26.97   | 30.37 | 29.05   | 35.08 | 25.73   | 26.18 | 241                      | 191   |

| Listening Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |                     |       |           |       |                          |       |  |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|--|
| Grade Level   | Well Developed |       | Somewhat/Moderately |       | Beginning |       | Total Number of Students |       |  |
|   | 17-18          | 18-19 | 17-18               | 18-19 | 17-18     | 18-19 | 17-18                    | 18-19 |  |
| <b>K</b>  | 58.18          | 11.76 | 34.55               | 79.41 | *         | 8.82  | 55                       | 34    |  |
| <b>1</b>  | 72.09          | 51.61 | 27.91               | 38.71 |           | 9.68  | 43                       | 31    |  |
| <b>2</b>  | 62.50          | 13.33 | 34.38               | 80.00 | *         | 6.67  | 32                       | 30    |  |
| <b>3</b>  | *              | 15.38 | 71.11               | 57.69 | *         | 26.92 | 45                       | 26    |  |
| <b>4</b>  | *              | 19.51 | 66.67               | 63.41 | *         | 17.07 | 30                       | 41    |  |
| <b>5</b>  | 33.33          | 6.90  | 33.33               | 65.52 | 33.33     | 27.59 | 36                       | 29    |  |
| <b>All Grades</b>   | 43.15          | 19.90 | 43.98               | 64.40 | 12.86     | 15.71 | 241                      | 191   |  |

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |                     |       |           |       |                          |       |  |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|--|
| Grade Level  | Well Developed |       | Somewhat/Moderately |       | Beginning |       | Total Number of Students |       |  |
|  | 17-18          | 18-19 | 17-18               | 18-19 | 17-18     | 18-19 | 17-18                    | 18-19 |  |
| <b>K</b>   | 20.00          | 23.53 | 65.45               | 70.59 | *         | 5.88  | 55                       | 34    |  |
| <b>1</b>   | 53.49          | 19.35 | 37.21               | 67.74 | *         | 12.90 | 43                       | 31    |  |
| <b>2</b>   | 59.38          | 26.67 | 34.38               | 63.33 | *         | 10.00 | 32                       | 30    |  |
| <b>3</b>   | 73.33          | 38.46 | *                   | 46.15 | *         | 15.38 | 45                       | 26    |  |
| <b>4</b>   | 66.67          | 36.59 | *                   | 48.78 | *         | 14.63 | 30                       | 41    |  |
| <b>5</b>   | 52.78          | 58.62 | *                   | 27.59 | 36.11     | 13.79 | 36                       | 29    |  |
| <b>All Grades</b>  | 51.87          | 33.51 | 31.54               | 54.45 | 16.60     | 12.04 | 241                      | 191   |  |

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |                     |       |           |       |                          |       |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level   | Well Developed |       | Somewhat/Moderately |       | Beginning |       | Total Number of Students |       |
|   | 17-18          | 18-19 | 17-18               | 18-19 | 17-18     | 18-19 | 17-18                    | 18-19 |
| <b>K</b>  | *              | 0.00  | 67.27               | 91.18 | *         | 8.82  | 55                       | 34    |
| <b>1</b>  | 46.51          | 16.13 | 34.88               | 51.61 | *         | 32.26 | 43                       | 31    |
| <b>2</b>  | 34.38          | 6.67  | 37.50               | 60.00 | *         | 33.33 | 32                       | 30    |
| <b>3</b>  | *              | 0.00  | 44.44               | 53.85 | 44.44     | 46.15 | 45                       | 26    |
| <b>4</b>  | *              | 12.20 | 63.33               | 48.78 | *         | 39.02 | 30                       | 41    |
| <b>5</b>  | *              | 20.69 | 52.78               | 51.72 | 44.44     | 27.59 | 36                       | 29    |
| <b>All Grades</b>   | 19.92          | 9.42  | 50.62               | 59.69 | 29.46     | 30.89 | 241                      | 191   |

| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |                     |       |           |       |                          |       |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level   | Well Developed |       | Somewhat/Moderately |       | Beginning |       | Total Number of Students |       |
|   | 17-18          | 18-19 | 17-18               | 18-19 | 17-18     | 18-19 | 17-18                    | 18-19 |
| <b>K</b>  | 43.64          | 50.00 | 30.91               | 23.53 | 25.45     | 26.47 | 55                       | 34    |
| <b>1</b>  | 32.56          | 6.45  | 55.81               | 64.52 | *         | 29.03 | 43                       | 31    |
| <b>2</b>  | *              | 13.33 | 68.75               | 53.33 | *         | 33.33 | 32                       | 30    |
| <b>3</b>  | *              | 7.69  | 68.89               | 69.23 | *         | 23.08 | 45                       | 26    |
| <b>4</b>  | *              | 9.76  | 56.67               | 65.85 | *         | 24.39 | 30                       | 41    |
| <b>5</b>  | *              | 3.45  | 55.56               | 72.41 | *         | 24.14 | 36                       | 29    |
| <b>All Grades</b>   | 28.22          | 15.71 | 54.36               | 57.59 | 17.43     | 26.70 | 241                      | 191   |



# School and Student Performance Data

## Student Population

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

| 2017-18 Student Population |                                 |                  |              |
|----------------------------|---------------------------------|------------------|--------------|
| Total Enrollment           | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| <b>718</b>                 | <b>77.2%</b>                    | <b>38.2%</b>     | <b>0.1%</b>  |

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

| 2017-18 Enrollment for All Students/Student Group |       |            |
|---|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 274   | 38.2%      |
| Foster Youth                                      | 1     | 0.1%       |
| Homeless  | 104   | 14.5%      |
| Socioeconomically Disadvantaged                   | 554   | 77.2%      |
| Students with Disabilities                        | 77    | 10.7%      |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 13    | 1.8%       |
| American Indian              | 2     | 0.3%       |
| Asian                        | 11    | 1.5%       |
| Filipino                     | 16    | 2.2%       |
| Hispanic                     | 542   | 75.5%      |
| Two or More Races            | 19    | 2.6%       |
| Pacific Islander             | 1     | 0.1%       |
| White                        | 114   | 15.9%      |


# School and Student Performance Data


## Overall Performance

2018 Fall Dashboard Overall Performance for All Students


Academic Performance

**English Language Arts**  
  
Green


**Mathematics**  
  
Yellow

**English Learner Progress**  
  
No Performance Color

Academic Engagement

**Chronic Absenteeism**  
  
Red

Conditions & Climate

**Suspension Rate**  
  
Yellow

# School and Student Performance Data

## Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

| 2018 Fall Dashboard English Language Arts Performance for All Students/Student Group   |   |   |
|--|---|---|
| <p><b>All Students</b></p>  Green<br>2.4 points above standard<br>Increased 8.5 points<br>342 students | <p><b>English Learners</b></p>  Orange<br>23.4 points below standard<br>Maintained -0.7 points<br>151 students              | <p><b>Foster Youth</b></p>  No Performance Color<br>0 Students  |
| <p><b>Homeless</b></p>  Green<br>0.3 points below standard<br>Increased 16.1 points<br>48 students    | <p><b>Socioeconomically Disadvantaged</b></p>  Yellow<br>11 points below standard<br>Increased 11.1 points<br>258 students | <p><b>Students with Disabilities</b></p>  Orange<br>82.2 points below standard<br>Increased 28.9 points<br>42 students |

**2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

| <b>African American</b>   | <b>American Indian</b>  | <b>Asian</b>   | <b>Filipino</b>   |
|---|---|--|---|
| <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>7 students | <br>No Performance Color<br>0 Students   | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>7 students | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>5 students |
| <b>Hispanic</b>   | <b>Two or More Races</b>  | <b>Pacific Islander</b>  | <b>White</b>  |
| <br>Yellow<br>12.3 points below standard<br>Increased 6.6 points<br>259 students                 | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>8 students | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 students | <br>Blue<br>50.9 points above standard<br>Increased 31.6 points<br>55 students                   |

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

**2018 Fall Dashboard English Language Arts Data Comparisons for English Learners**

| <b>Current English Learner</b>                                    | <b>Reclassified English Learners</b>                               | <b>English Only</b>   |
|---|--|---|
| 64.8 points below standard<br>Increased 4.2 points<br>98 students | 53.3 points above standard<br>Declined -14.7 points<br>53 students | 20.8 points above standard<br>Increased 19.2 points<br>181 students |

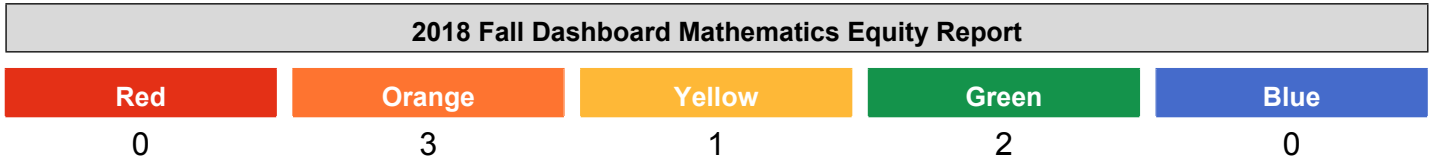
# School and Student Performance Data

## Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

| 2018 Fall Dashboard Mathematics Performance for All Students/Student Group   |  |  |
|--|--|--|
| <p><b>All Students</b></p>  Yellow<br>22.5 points below standard<br>Declined -8 points<br>342 students | <p><b>English Learners</b></p>  Orange<br>41.6 points below standard<br>Declined -16.1 points<br>151 students                | <p><b>Foster Youth</b></p>  No Performance Color<br>0 Students   |
| <p><b>Homeless</b></p>  Green<br>22.5 points below standard<br>Increased 4.6 points<br>48 students    | <p><b>Socioeconomically Disadvantaged</b></p>  Orange<br>32.7 points below standard<br>Declined -7.1 points<br>258 students | <p><b>Students with Disabilities</b></p>  Yellow<br>39.8 points below standard<br>Increased<br>47.1 points<br>42 students |

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American  | American Indian   | Asian  | Filipino  |
|---|---|--|---|
| <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>7 students   | <br>No Performance Color<br>0 Students   | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>7 students | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>5 students   |
| Hispanic  | Two or More Races   | Pacific Islander   | White   |
| <br>Orange<br><span style="background-color: #e0e0e0; padding: 2px;">32.5 points below standard</span><br>Declined -7.7 points<br>259 students | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>8 students | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 students | <br>Green<br><span style="background-color: #e0e0e0; padding: 2px;">5.7 points above standard</span><br>Maintained 0.2 points<br>55 students |

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

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner   | Reclassified English Learners   | English Only   |
|---|---|--|
| <span style="background-color: #e0e0e0; padding: 2px;">67.4 points below standard</span><br>Declined -5.1 points<br>98 students | <span style="background-color: #e0e0e0; padding: 2px;">6.2 points above standard</span><br>Declined -40.4 points<br>53 students | <span style="background-color: #e0e0e0; padding: 2px;">8.6 points below standard</span><br>Maintained 1.6 points<br>181 students |

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

| <b>2018 Fall Dashboard English Language Proficiency Assessments for California Results</b> |                               |                                     |                                   |                                |
|--|-------------------------------|-------------------------------------|-----------------------------------|--------------------------------|
| <b>Number of Students</b>  | <b>Level 4 Well Developed</b> | <b>Level 3 Moderately Developed</b> | <b>Level 2 Somewhat Developed</b> | <b>Level 1 Beginning Stage</b> |
| 241  | 29%                           | 35.3%                               | 22%                               | 13.7%                          |

# School and Student Performance Data

## Academic Performance College/Career

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

| 2018 Fall Dashboard College/Career Equity Report |        |        |       |      |
|--|--------|--------|-------|------|
| Red  | Orange | Yellow | Green | Blue |

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

| 2018 Fall Dashboard College/Career for All Students/Student Group |                                 |                            |
|---|---------------------------------|----------------------------|
| All Students  | English Learners                | Foster Youth               |
| Homeless  | Socioeconomically Disadvantaged | Students with Disabilities |

| 2018 Fall Dashboard College/Career by Race/Ethnicity |                   |                  |          |
|--|-------------------|------------------|----------|
| African American                                     | American Indian   | Asian            | Filipino |
| Hispanic   | Two or More Races | Pacific Islander | White    |

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

| 2018 Fall Dashboard College/Career 3-Year Performance |                      |                      |
|---|----------------------|----------------------|
| <b>Class of 2016</b>                                  | <b>Class of 2017</b> | <b>Class of 2018</b> |
| Prepared  | Prepared             | Prepared             |
| Approaching Prepared                                  | Approaching Prepared | Approaching Prepared |
| Not Prepared  | Not Prepared         | Not Prepared         |



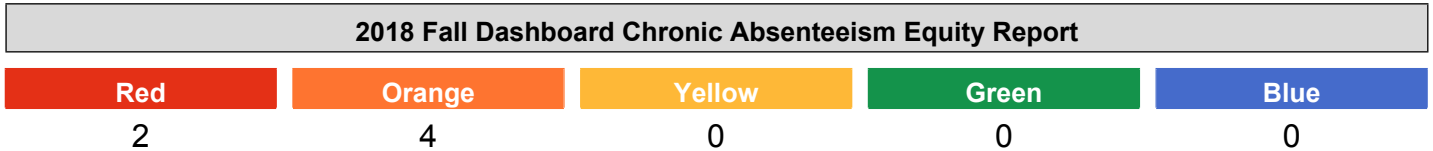
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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.

| 2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group   |   |   |
|--|---|---|
| <p><b>All Students</b></p>  Red<br>14.1% chronically absent<br>Increased 3.2%<br>746 students | <p><b>English Learners</b></p>  Orange<br>10.4% chronically absent<br>Increased 2.1%<br>279 students               | <p><b>Foster Youth</b></p>  No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>3 students |
| <p><b>Homeless</b></p>  Red<br>30.9% chronically absent<br>Increased 15.5%<br>110 students  | <p><b>Socioeconomically Disadvantaged</b></p>  Red<br>15.3% chronically absent<br>Increased 3.5%<br>589 students | <p><b>Students with Disabilities</b></p>  Orange<br>19.2% chronically absent<br>Increased 3.4%<br>104 students         |

**2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

| African American  | American Indian   | Asian  | Filipino  |
|---|---|--|---|
| <br>No Performance Color<br>14.3% chronically absent<br>Increased 14.3%<br>14 students | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2 students | <br>No Performance Color<br>8.3% chronically absent<br>Increased 8.3%<br>12 students             | <br>No Performance Color<br>11.8% chronically absent<br>Increased 11.8%<br>17 students |
| Hispanic  | Two or More Races   | Pacific Islander   | White   |
| <br>Orange<br>13.1% chronically absent<br>Increased 2.5%<br>559 students               | <br>No Performance Color<br>20% chronically absent<br>Maintained 0%<br>20 students               | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 students | <br>Orange<br>18.2% chronically absent<br>Increased 2.4%<br>121 students               |

# School and Student Performance Data

## Academic Engagement Graduation Rate

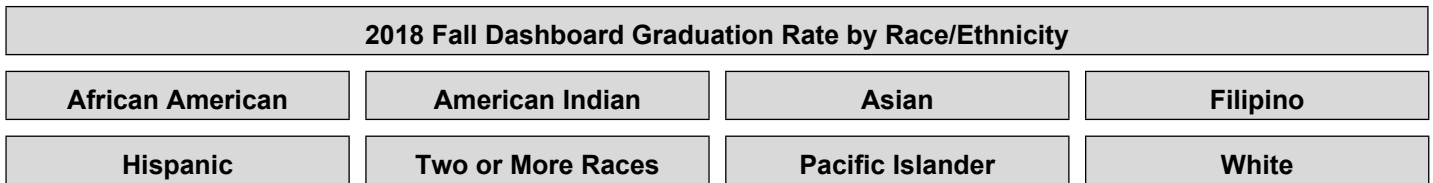
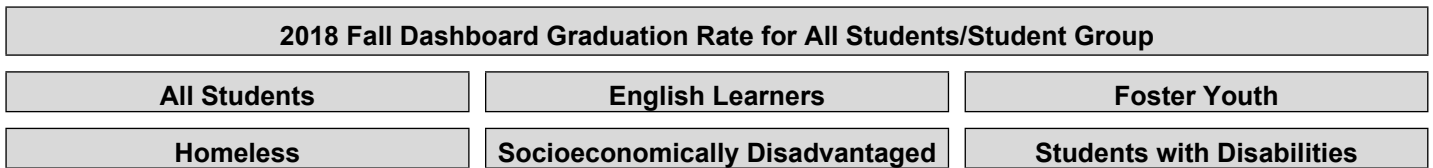
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

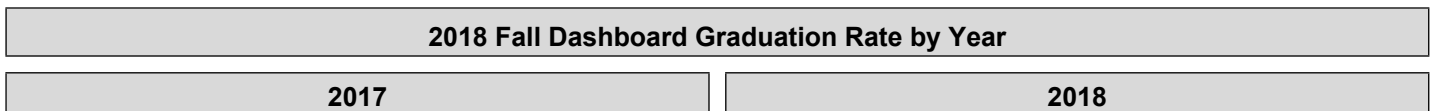
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



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



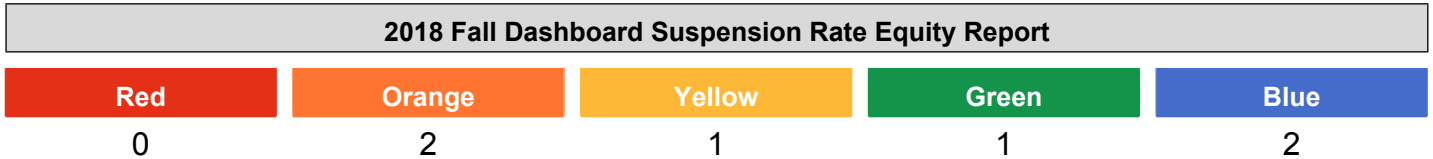
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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.

| 2018 Fall Dashboard Suspension Rate for All Students/Student Group  |  |   |
|---|--|---|
| <p><b>All Students</b></p>  Yellow<br>0.8% suspended at least once<br>Increased 0.4%<br>756 students | <p><b>English Learners</b></p>  Green<br>0.7% suspended at least once<br>Maintained 0%<br>281 students                    | <p><b>Foster Youth</b></p>  No Performance Color<br>Less than 11 Students - Data Not<br>3 students                   |
| <p><b>Homeless</b></p>  Blue<br>0% suspended at least once<br>Maintained 0%<br>112 students        | <p><b>Socioeconomically Disadvantaged</b></p>  Yellow<br>0.7% suspended at least once<br>Increased 0.3%<br>599 students | <p><b>Students with Disabilities</b></p>  Orange<br>2.9% suspended at least once<br>Increased 0.9%<br>105 students |

**2018 Fall Dashboard Suspension Rate by Race/Ethnicity**

| African American  | American Indian   | Asian  | Filipino  |
|---|---|--|---|
| <br>No Performance Color<br>0% suspended at least once<br>Maintained 0%<br>15 students | <br>No Performance Color<br>Less than 11 Students - Data<br>2 students                 | <br>No Performance Color<br>0% suspended at least once<br>Maintained 0%<br>14 students | <br>No Performance Color<br>0% suspended at least once<br>Maintained 0%<br>17 students |
| Hispanic  | Two or More Races   | Pacific Islander   | White   |
| <br>Orange<br>1.1% suspended at least once<br>Increased 0.5%<br>562 students           | <br>No Performance Color<br>0% suspended at least once<br>Maintained 0%<br>20 students | <br>No Performance Color<br>Less than 11 Students - Data<br>1 students                 | <br>Blue<br>0% suspended at least once<br>Maintained 0%<br>125 students                |

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

**2018 Fall Dashboard Suspension Rate by Year**

| 2016                       | 2017                         | 2018                         |
|----------------------------|------------------------------|------------------------------|
| 0% suspended at least once | 0.4% suspended at least once | 0.8% suspended at least once |

# Annual Review and Update

## SPSA Year Reviewed: 2017-18

### Goal 1

Teachers will plan and instruct students based on the Common Core State Standards in ELA, ELD, Math and the NGSS standards in science.

### Annual Measurable Outcomes

| Metric/Indicator  | Expected Outcomes   | Actual Outcomes  |
|---|---|--|
| <p>California School Dashboard - Academic Indicator for English Language Arts<br/>All Students (ALL)<br/>English Learners (EL)<br/>Hispanic (Hisp)<br/>African American (AA)<br/>Socioeconomically Disadvantaged (SED)<br/>Students with Disabilities (SWD)</p> | <p>"Blue" or "Green" student groups: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Academic Indicator from 2017 results.</p> <p>"Yellow" student groups: Meet or exceed targets for the "Increased" change column for each student group from 2017 results. Target growth for ELA will be an increase of 7 to 20 points for each group.</p> <p>"Orange" student groups: Meet targets for the "Increased" change column for each student group from 2017 results. Target growth for ELA will be an increase of 7 to 20 points for each group.</p> <p>"Red" student groups: Meet targets for the "Increased Significantly" change column for each student group from 2017 results. Target growth for ELA will be an increase of 20 or more points for each group.</p> | <p>California School Dashboard - Academic Indicator for English Language Arts<br/>(Color(DFM) - Status - Level - Change)<br/>All Students Green (+2.4)-Medium-Increased+8.5<br/>English Learners (EL)-Orange(-23.4)-Low-Maintained-0.7<br/>Hispanic (Hisp)-Orange(-12.3)-Low-Increased+6.6<br/>African American (AA)-Less than 11 students-7<br/>Socioeconomically Disadvantaged (SED)-Yellow(-11)-low-Increased+11.1<br/>Students with Disabilities (SWD)-Orange(-82.2)-Very Low-Increased Significantly+28.9</p> |
| <p>California School Dashboard - Academic Indicator for Mathematics<br/>All Students (ALL)<br/>English Learners (EL)<br/>Hispanic (Hisp)<br/>African American (AA)<br/>Socioeconomically Disadvantaged (SED)<br/>Students with Disabilities (SWD)</p>           | <p>"Blue" or "Green" student groups: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Academic Indicator from 2017 results.</p> <p>"Yellow" student groups: Meet or exceed targets for the "Increased" change column for each student group from 2017 results. Target growth for Mathematics will be an increase of 5 to 15 points for each group.</p> <p>"Orange" student groups: Meet targets for the "Increased" change column for each student group from</p>  | <p>California School Dashboard - Academic Indicator for Mathematics<br/>(Color(DFM) - Status - Level - Change)<br/>All Students (ALL)-Yellow(-22.5)-Medium-Decreased-8<br/>English Learners (EL)-Orange(-41.6)-Low-Decr.Sig.--16.1<br/>Hispanic (Hisp)-Orange(-32.5)-Low-Decreased-7.7<br/>African American (AA)-N/A-less than 11<br/>Socioeconomically Disadvantaged (SED)-Orange(32.7)-Decreased-Low-7.1<br/>Students with Disabilities (SWD)-Yellow(-39.8)-Low-Incr.Sig.-+47.1</p>                              |

| Metric/Indicator   | Expected Outcomes   | Actual Outcomes   |
|--|---|---|
|  | <p>2017 results. Target growth for Mathematics will be an increase of 5 to 15 points for each group.</p> <p>"Red" student groups: Meet targets for the "Increased Significantly" change column for each student group from 2017 results. Target growth for Mathematics will be an increase of 15 or more points for each group.</p>   |   |
| <p>California School Dashboard - English Learner Progress Indicator (ELPI)</p>   | <p>Upon release of ELPI in the Fall Dashboard:<br/> "Blue" or "Green" 2017 result: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the ELPI from 2017 results.</p> <p>"Yellow" 2017 result: Meet or exceed targets for the "Increased" change column from 2017 results. Target growth for the ELPI will be an increase of 1.5% to 10%.</p> <p>"Orange" 2017 result: Meet targets for the "Increased" change column from 2017 results. Target growth for the ELPI will be an increase of 1.5% to 10%.</p> <p>"Red" 2017 result: Meet targets for the "Increased Significantly" change column from 2017 results. Target growth for the ELPI will be an increase of 10% or more.</p> | <p>California School Dashboard - English Learner Progress Indicator Baseline Results: Beginning-13.7%<br/> Somewhat Developed-22%<br/> Moderately Developed-35.3%<br/> Well Developed-29%</p>   |
| <p>English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate</p>   | <p>The English Learner RFEP Reclassification Rate will meet or exceed the Riverside County in 2017-2018.</p>  | <p>English Learner Redesignated Fluent English Proficient (RFEP)-51 (7.1%)(Reclassification Rate (8.9%))</p>  |
| <p>3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL)<br/> English Learners (EL)<br/> Hispanic (Hisp)<br/> African American (AA)<br/> Socioeconomically Disadvantaged (SED)<br/> Students with Disabilities (SWD)</p> | <p>Increase overall and subgroup 3rd grade ELA SBAC proficiency by 4% from 2017 level. Increase EL, Hispanic, and African American student groups ELA SBAC proficiency by 6% from 2017 level.</p>   | <p>3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard)<br/> All Students (ALL) 46.33%<br/> English Learners (EL) 37.28%<br/> Hispanic (Hisp) 42.70%<br/> African American (AA) N/A<br/> Socioeconomically Disadvantaged (SED) 42.22%<br/> Students with Disabilities (SWD) 20.00%</p> |

| Metric/Indicator  | Expected Outcomes  | Actual Outcomes   |
|---|--|---|
| 3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results<br>Percentage of students meeting target Composite Score on Benchmark 3 test<br>All Students (ALL) | Percentage of students meeting benchmark on the 3rd grade DIBELS composite score from Benchmark 3 will increase 4% for all groups from 2016-2017 data. | 3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results<br>Percentage of students meeting target Composite Score on Benchmark 3 test<br>All Students (ALL) 72% increase of 9% from 2016-2017 |
| Williams Textbook/Materials Compliance  | Williams Textbook/Materials Compliance - 100%  | Williams Textbook/Materials Compliance - 100%   |

## Strategies/Activities for Goal 1

| Planned Actions/Services  | Actual Actions/Services  | Proposed Expenditures   | Estimated Actual Expenditures   |
|---|--|---|---|
| <p>The site Academic Coach 1.0 FTE will support and assist teachers, students with all actions in this section. The Academic Coach's role will include demonstration lessons, monitoring student academic and behavioral learning and learning needs. The academic coach will also provide support and training on other means of correction and restorative practices.</p> <p>Teachers will collaborate three weeks within a four week period in PLC collaboration teams to analyze data, align instruction with standards, plan, implement and revise rigorous instruction based on student achievement.</p> <p>Teachers will plan and facilitate instruction in 30/45 minutes of designated ELD instruction five/four days per week. Two .5 FTE Bilingual paraprofessionals will be hired support teachers with reducing group sizes</p> | <p>1.0 Academic Coach hired prior to the 2018-2019 school year.</p> <p>Academic coach assisted teachers with planning and instruction in math and ELA. The focus in math was providing training on the new math curriculum with planning and instruction. The focus on ELA was supporting the implementation of small reading groups at all grade levels. The academic coach provided training through collaboration and demonstration lessons in ELA and Math.</p> <p>Academic coach provided training to staff on other means of correction and restorative practices through collaboration and demonstration lessons.</p> <p>Two bilingual paraprofessionals hired prior to 2018-2019 school year. The bilingual paraprofessionals provided support to grade levels TK-5th during designated ELD times.</p> | <p>Academic Coach 1000-1999: Certificated Personnel Salaries LCFF 43694.00</p> <p>Two Bilingual Paraprofessional salaries 2000-2999: Classified Personnel Salaries LCFF 26125.00</p> <p>Supplemental Materials and Supplies for planning, implementing and assessing instruction 4000-4999: Books And Supplies LCFF 10000.00</p> <p>Substitutes for teacher release time 1000-1999: Certificated Personnel Salaries LCFF 4000.00</p> <p>Academic Coach 1000-1999: Certificated Personnel Salaries Title I 65541.00</p> <p>Staff attending conferences, workshops,</p> | <p>Academic Coach 1000-1999: Certificated Personnel Salaries LCFF 43694.00</p> <p>Two Bilingual Paraprofessional salaries 2000-2999: Classified Personnel Salaries LCFF 26125.00</p> <p>Supplemental Materials and Supplies for planning, implementing and assessing instruction 4000-4999: Books And Supplies LCFF 7237.68</p> <p>Substitutes for teacher release time 1000-1999: Certificated Personnel Salaries LCFF 0.00</p> <p>Academic Coach 1000-1999: Certificated Personnel Salaries Title I 65541.00</p> <p>Staff attending conferences, workshops,</p> |



| Planned<br>Actions/Services  | Actual<br>Actions/Services  | Proposed<br>Expenditures  | Estimated Actual<br>Expenditures   |
|--|---|---|--|
| <p>during these blocks. The Bilingual paraprofessionals will assist with administration of the ELPAC.</p> <p>Teachers will use short cycle assessments in addition to District benchmarks to analyze student data that includes disaggregating the data for targeted groups (EL's, SED, SPED).</p> <p>Teachers will Plan for and facilitate instruction weekly for hands on Science lessons using the NGSS standards for their designated grade level. Instructional planning and delivery will follow the NGSS format for instructional design.</p> <p>Pay for staff to attend conferences, workshops and professional development to increase knowledge and capacity for instructional strategies, Equity. PLC collaboration procedures, efficient office procedures and processes, instructional technology processes and other identified trainings.</p> | <p>They also administered the ELPAC assessment.</p>   | <p>professional development and other identified activities<br/>5000-5999: Services And Other Operating Expenditures<br/>Title I<br/>3000.00</p> <p>Academic Coach<br/>3000-3999: Employee Benefits<br/>LCFF<br/>12483.71</p> <p>Two Bilingual Paraprofessional salaries<br/>3000-3999: Employee Benefits<br/>LCFF<br/>15603.00</p> <p>Academic Coach<br/>3000-3999: Employee Benefits<br/>Title I<br/>18765.56</p> | <p>professional development and other identified activities<br/>5000-5999: Services And Other Operating Expenditures<br/>Title I<br/>898.44</p> <p>Academic Coach<br/>3000-3999: Employee Benefits<br/>LCFF<br/>12483.71</p> <p>Two Bilingual Paraprofessional salaries<br/>3000-3999: Employee Benefits<br/>LCFF<br/>15603.00</p> <p>Academic Coach<br/>3000-3999: Employee Benefits<br/>Title I<br/>18765.56</p> |
| <p>Technology will be purchased to updated/replaced current devices (Purchase all ancillary items required for the purchase of technology)to meet current standards for accessing programs, assessments and other academic materials. Teachers will facilitate student learning using technology as a learning</p>   | <p>Students will utilize technology to access and engage with curriculum during first best instruction, intervention activities and reinforcing learned skills and concepts at home. Teachers in identified classrooms will provide access to curricula through online programs that includes Google Classroom.</p> | <p>Student Access to Technology and web based programs<br/>4000-4999: Books And Supplies<br/>LCFF<br/>10000.00</p> <p>Technology insurance<br/>5000-5999: Services And Other Operating Expenditures<br/>LCFF<br/>5000.00</p>  | <p>Student Access to Technology and web based programs<br/>4000-4999: Books And Supplies<br/>LCFF<br/>15073.44</p> <p>Technology insurance<br/>5000-5999: Services And Other Operating Expenditures<br/>LCFF<br/>4047.75</p>   |

| Planned Actions/Services  | Actual Actions/Services  | Proposed Expenditures   | Estimated Actual Expenditures  |
|---|--|---|--|
| <p>and teaching tool. Teachers will monitor student usage to insure they are using technology appropriately. Students will use technology to complete short cycle, district and state assessments.</p> <p>Purchase identified programs and other needed technology. Technology will be utilized for intervention instruction including software programs and other needed technology. Technology will also be used to extend learning beyond the classroom.</p>   |  |   |  |
| <p>Pay teachers to provide after school intervention and support to students needing additional support/instruction. Grade level teams will identify students in need of additional instruction/intervention and in ELA and Math. Students identified will receive support in a small group setting for after school intervention.</p> <p>Pay substitutes to cover classes for teachers to participate in IEP's, SST's, conferences, science camp, PD's, site visits and workshops.</p> <p>We will identify and purchase appropriate materials, technology and software for the intervention program.</p> | <p>Teachers will provide intervention support for Math and Reading after school hours to student identified as at-risk of not reaching proficiency targeted areas. Teachers will be expected to attend meetings for the purpose of identifying, reviewing, discussing student learning needs for the purpose of establishing learning goals to address student needs.</p> <p>We will provide a stipend to teachers who complete activities beyond the contract expectations.</p> | <p>Certificated stipend for GATE coordinator<br/>1000-1999: Certificated Personnel Salaries<br/>LCFF<br/>500.00</p> <p>Enrichment materials and supplies for GATE and Intervention<br/>4000-4999: Books And Supplies<br/>LCFF<br/>1000.00</p> <p>Teacher Extra Duty for After School Interventions<br/>1000-1999: Certificated Personnel Salaries<br/>LCFF<br/>11058.00</p> <p>Certificated stipend for technology support<br/>1000-1999: Certificated Personnel Salaries<br/>LCFF<br/>500.00</p> | <p>Certificated stipend for GATE coordinator<br/>1000-1999: Certificated Personnel Salaries<br/>LCFF<br/>500.00</p> <p>Enrichment materials and supplies for GATE and Intervention<br/>4000-4999: Books And Supplies<br/>LCFF<br/>1000.00</p> <p>Teacher Extra Duty for After School Interventions<br/>3000-3999: Employee Benefits<br/>LCFF<br/>2273.00</p> <p>Certificated stipend for technology support<br/>1000-1999: Certificated Personnel Salaries<br/>LCFF<br/>500.00</p> |

| Planned Actions/Services  | Actual Actions/Services | Proposed Expenditures  | Estimated Actual Expenditures   |
|---|-------------------------|--|---|
| Pay a stipend to the site testing coordinator.                  |                         | Site testing coordinator's 1000-1999: Certificated Personnel Salaries LCFF 1000.00   | Site testing coordinator's 1000-1999: Certificated Personnel Salaries LCFF 1000.00  |
| Pay a stipend to the site technology support coordinator        |                         | Supplemental Materials and Supplies for planning, implementing and assessing instruction 4000-4999: Books And Supplies Title I 6000.00 | Supplemental Materials and Supplies for planning, implementing and assessing instruction 3000-3999: Employee Benefits Title I 5213.36 |
| Pay a stipend to the GATE coordinator.                          |                         |  |   |
| Purchase enrichment materials for our GATE identified students. |                         |  |   |

## Analysis

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

Substitutes were provided for teachers to attend SST's and IEP's. Various supplemental materials were purchased to support both ELA and Math instruction to better target instruction to identified needs areas. Our academic coach provided continued support to improve teacher practice. Bilingual Paraprofessionals supported teachers with providing ELD and administering the ELPAC. Three staff members attended an Equity conference and shared information with staff. First and Second grade teachers implemented the "How dogs helped students to read" curriculum. IPADS, speakers, and replacement devices were purchased. All identified teachers received their stipends.

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

Supplemental materials expenditures in Title I were less than anticipated. The supplemental material funds that remained were used to support the support the "How dogs help children to read" program that required more funding that projected. The conference expenditures were less than anticipated. The funds that remained were used to support the "How dogs help children to read" program that required more funding that projected.

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

Due to the number of students in 3rd, 4th and 5th grade that remain in the Far From Standard level in ELA the Academic Coach will spend additional time providing support to teachers in grades 3-5. This action can be found in Goal 1 of the Planned Strategies/Actions section.

Due to the lack of progress of our English Learners and the achievement gap increasing between the "All" students group and the English Learners, we will maintain our PLC collaboration time, but the focus of this collaboration time will be to discuss strategies and materials to be used during both designated and integrated ELD time. Additionally, our Academic Coach will continue to be funded with an increased focus on supporting teachers with appropriate ELD strategies. This action can be found in Goal 1 of the Planned Strategies/Actions section.

# Annual Review and Update

## SPSA Year Reviewed: 2017-18

### Goal 2

Rio Vista Parents and community members will participate as members of the school's School Site Council, the school's English Language Advisory Committee, and any additional committee's deemed appropriate. Rio Vista School will provide opportunities to attend back-to-school nights, parent appreciation activities and recognition ceremonies. Rio Vista will host "Educational Nights" for identified and targeted subjects and contents. Rio Vista will encourage and facilitate parent Involvement and Participation in the school process and procedures through the following: 1) Involve parents in the Title I program; 2) Create a school-parent compact with parent input; 3) Build capacity for parent involvement; and 4) assure accessibility and opportunities to the school for parents. The Rio Vista site plan will be aligned with the PSUSD district parent involvement plan.

Long Term Attendance Goal: Rio Vista School will have at least a 96.0% attendance rate.

### Annual Measurable Outcomes

| Metric/Indicator   | Expected Outcomes  | Actual Outcomes   |
|--|--|---|
| Student Attendance Rates<br>All Students (ALL)   | Improve overall and each student group attendance rates from 2016-2017 rates by 1% or maintain 95% attendance rate. Increase AA and SWD student group attendance rates by 2% from 2016-2017 rates. | Student Attendance Rates<br>All Students (ALL) 94.68  |
| Chronic Absenteeism Rates<br>All Students (ALL)<br>English Learner (EL)<br>Hispanic (Hisp)<br>African American (AA)<br>Socioeconomically Disadvantaged (SED)<br>Students with Disabilities (SWD) | Establish baseline California School Dashboard Performance Level for each student group from 2016-2017 data upon CDE release in 2017-2018.   | Chronic Absenteeism Rates<br>(Color (%)- Status - Level - Change)<br>All Students (ALL) Red 14.1% +3.2%<br>English Learner (EL) Orange 10.4% + 2.1%<br>Hispanic (Hisp) Orange 13.1% +2.5%<br>African American (AA)<br>Socioeconomically Disadvantaged (SED) Red 15.3% +3.5%<br>Students with Disabilities (SWD)<br>Orange 19.2% +3.4% |
| Family School Connectedness via Panorama Family Climate Survey<br>All Students (ALL)<br>English Learner (EL)<br>Hispanic (Hisp)<br>African American (AA)   | Baseline for family connectedness will be determined using the Sense of Belonging (School Connectedness) measure of the district's family climate survey via the Panorama Education system.        | Family School Connectedness via Panorama Family Climate Survey<br>Baseline Results:<br>All Students (ALL) 92%<br>English Learner (EL)<br>Hispanic (Hisp) 93%<br>African American (AA) 100%  |

## Strategies/Activities for Goal 2

| Planned Actions/Services  | Actual Actions/Services   | Proposed Expenditures  | Estimated Actual Expenditures   |
|---|---|--|---|
| <p>Pay teachers to plan and facilitate family informational after school events. School staff will plan and hold parent activities three times during the year that with a focus on academics (science, math, reading, writing) technology, safety, school performances and other areas identified by staff or parents.</p> | <p>Paid teachers extra duty for our Family Science night.</p>   | <p>Teacher Extra Duty for demonstration and facilitating activities and information during Family Nights</p>                     | <p>Teacher Extra Duty for demonstration and facilitating activities and information during Family Nights</p>                    |
| <p>School staff will provide translating.</p>   | <p>Paid bilingual classified staff to translate during parent teacher conferences, ELAC meetings, IEP's and SST's</p> | <p>1000-1999: Certificated Personnel Salaries Title I<br/>8591.00</p>  | <p>1000-1999: Certificated Personnel Salaries Title I<br/>825.00</p>  |
| <p>Purchase communication folders that serve as vehicles for communication between home and school.</p>   | <p>Paid bilingual classified staff members to translate communique's to parents.</p>                                  | <p>Classified extra duty pay for translations<br/>2000-2999: Classified Personnel Salaries LCFF<br/>3269.00</p>                  | <p>Classified extra duty for translations<br/>2000-2999: Classified Personnel Salaries LCFF<br/>1295.00</p>                     |
| <p>Purchase fourth and fifth grade agendas that provide a system for students to organize assignments, plan for assignment completion and provide parents with information on class assignments.</p>  | <p>Purchased communication folders for all students</p>   | <p>Materials and supplies for Parent communication and activities</p>  | <p>Materials and supplies for Parent communication and activities</p>   |
| <p>Pay bilingual staff for extra duty hours to translate all newsletters, flyers, announcements, handbooks, home/school communications for teachers, and other printed communications into Spanish.</p>   | <p>Purchased agendas for all fourth and fifth grade students</p>  | <p>4000-4999: Books And Supplies Title I Part A: Parent Involvement<br/>2628.00</p>  | <p>4000-4999: Books And Supplies Title I<br/>1266.69</p>  |
| <p>Pay bilingual staff for extra duty hours for translating during conferences, IEP meetings, SST meetings, phone calls, and school visits.</p>   | <p>Paid bilingual staff to provide child care for parents during meetings.</p>  | <p>Materials and supplies for Student and parents at school gatherings<br/>4000-4999: Books And Supplies Title I<br/>5178.00</p> | <p>Materials and supplies for Student and parents at school gatherings<br/>3000-3999: Employee Benefits Title I<br/>1056.00</p> |
|   | <p>Paid supervision staff extra hours for additional supervision of students.</p>                                     | <p>Extra duty hours for supervision personnel<br/>2000-2999: Classified Personnel Salaries Title I<br/>2000.00</p>               | <p>Extra duty hours for supervision personnel<br/>2000-2999: Classified Personnel Salaries Title I<br/>1815.09</p>              |
|   |   | <p>Extra duty hours for supervision personnel<br/>3000-3999: Employee Benefits Title I<br/>795.84</p>                            | <p>Extra duty hours for supervision personnel<br/>3000-3999: Employee Benefits Title I<br/>684.91</p>                           |

| Planned<br>Actions/Services  | Actual<br>Actions/Services | Proposed<br>Expenditures  | Estimated Actual<br>Expenditures  |
|--|----------------------------|---|---|
| Pay staff extra duty hours to provide child care for all parent classes, training, meetings and events .   |                            | Material and supplies for parent events and meetings<br>4000-4999: Books And Supplies<br>Title I<br>2500.00 | Material and supplies for parent events and meetings<br>4000-4999: Books And Supplies<br>Title I<br>1000.00 |
| Regular communication to parents regarding student attendance will be addressed by the District provided Community Liaison, office staff, classroom teachers, and principal. |                            | Extra duty for school Librarian<br>2000-2999: Classified Personnel Salaries<br>Title I<br>3269.00           | Extra duty for school Librarian<br>2000-2999: Classified Personnel Salaries<br>Title I<br>1815.09           |
| We will recognize and reward classes at each grade level that have the highest attendance.   |                            | Teacher Extra Duty for demonstration and facilitating activities and information during Family Nights       | Teacher Extra Duty for demonstration and facilitating activities and information during Family Nights       |
| We will establish a Student Accountability Review Team (SART) that will meet as needed with the parents of students with a high absentee rate.                               |                            | 3000-3999: Employee Benefits<br>Title I<br>856.22   | 3000-3999: Employee Benefits<br>Title I<br>177.64   |
| The school will utilize the services of the PSUSD Mental Health Services and contract with Jewish Family Services.   |                            | Extra duty for school Librarian<br>3000-3999: Employee Benefits<br>Title I<br>234.12                        | Extra duty for school Librarian<br>3000-3999: Employee Benefits<br>Title I<br>117.33                        |
| We will conduct monthly recognition assemblies for students and community volunteers.  |                            |   |   |
| Pay extra duty hours for our library paraprofessional to extend Library hours to provide parent access after school.   |                            |   |   |
| Pay extra duty hours to supervision staff for increased coverage monitoring student safety.  |                            |   |   |
| District Community Liaison monitored student attendance, called parents, made home visits  |                            |   |   |

**Planned  
Actions/Services**

and scheduled SART and SARB meetings. School office personnel also called parents to discuss absences.

**Actual  
Actions/Services**

**Proposed  
Expenditures**

**Estimated Actual  
Expenditures**

**Analysis**

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

Materials were provided to students and accessible to parents. Bilingual staff were available to parents for translation during parent/teacher conferences, SST's and IEP's as well at meetings with teachers and administration. Parents were invited to recognition assemblies for students from all grade levels. Parent volunteers were also recognized at the assemblies. District Community Liaison and site office staff contacted parents regarding the importance of attending school on a regular basis.

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

The funds budgeted for family nights, translations, materials and supplies and extra duty for the library paraprofessional were not expended. Some of those funds were used for materials.

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.

Due to the continued low percentages for attendance and chronic absent students family nights will be conducted during each trimester and will include information about the importance of attending school regularly. The school will develop a survey for parents of students with high absent percentages to gather information on how the school can assist with getting students to school on time on a regular basis. The school will recognize students and families who have shown good attendance at monthly assemblies.

# Annual Review and Update

SPSA Year Reviewed: 2017-18

## Goal 3

All students at Rio Vista will be taught in a safe and drug-free learning environment.

## Annual Measurable Outcomes

| Metric/Indicator  | Expected Outcomes   | Actual Outcomes  |
|---|---|--|
| <p>Suspension Rates:<br/>                     All Students (ALL)<br/>                     English Learner (EL)<br/>                     Hispanic (Hisp)<br/>                     African American (AA)<br/>                     Socioeconomically Disadvantaged (SED)<br/>                     Students with Disabilities (SWD)</p> | <p>"Blue" or "Green" 2016-2017 result: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Suspension Rate Indicator.</p> <p>"Yellow" 2016-2017 result: Meet or exceed targets for the "Declined" change column. Target growth for Suspension Rate will be a decrease of 0.3% to 2.0%.</p> <p>"Orange" 2016-2017 result: Meet targets for the "Declined" change column. Target growth for Suspension Rate will be a decrease of 0.3% to 2.0%.</p> <p>"Red" 2016-2017 result: Meet targets for the "Declined Significantly" change column. Target growth for Suspension Rate will be a decrease of 2.0% or more.</p> | <p>Suspension Rates:<br/>                     (Color (%) - Status - Level - Change)<br/>                     All Students (ALL) yellow-0.7%- + 0.4%<br/>                     English Learner (EL) green--0.7% - maintained<br/>                     Hispanic (Hisp) orange-1.1%-low- +0.5%<br/>                     African American (AA) n/a<br/>                     Socioeconomically Disadvantaged (SED) yellow-0.7%- +0.3%<br/>                     Students with Disabilities (SWD) orange - 2.9% - low - + 2.9%</p> |
| <p>Expulsion Rates<br/>                     All Students (ALL)<br/>                     English Learner (EL)<br/>                     Hispanic (Hisp)<br/>                     African American (AA)<br/>                     Socioeconomically Disadvantaged (SED)<br/>                     Students with Disabilities (SWD)</p>   | <p>Expulsion Rate Targets<br/>                     ALL: maintain under 0.5%<br/>                     EL: maintain under 0.5%<br/>                     Hisp: maintain under 0.5%<br/>                     AA: decline to under 0.5%<br/>                     SED: maintain under 0.5%<br/>                     SWD: decline to under 0.5%</p>  | <p>Expulsion Rates<br/>                     All Students (ALL) 0%<br/>                     English Learner (EL)<br/>                     Hispanic (Hisp)<br/>                     African American (AA)<br/>                     Socioeconomically Disadvantaged (SED)<br/>                     Students with Disabilities (SWD)</p>   |
| <p>Panorama Survey - School Connectedness<br/>                     All students<br/>                     EL<br/>                     AA<br/>                     Hisp<br/>                     SED</p>  | <p>Baseline data will be collected and reported for school connectedness and growth targets will be set</p>   | <p>Family School Connectedness via Panorama Family Climate Survey<br/>                     Baseline Results:<br/>                     All Students (ALL) 92%<br/>                     English Learner (EL)<br/>                     Hispanic (Hisp) 93%<br/>                     African American (AA) 100%</p>  |
| <p>Panorama Survey - School Safety<br/>                     All students:<br/>                     EL</p>   | <p>Baseline data will be collected and reported for school safety and growth targets will be set.</p>   | <p>Panorama Survey - School Safety<br/>                     Baseline Data:<br/>                     All students:</p>  |



| Metric/Indicator                       | Expected Outcomes                            | Actual Outcomes   |
|--|--|---|
| AA<br>Hisp<br>SED                      |  | EL: 66%<br>AA: 50%<br>Hisp: 66%<br>SED:                   |
| Williams Facilities Inspection Results | Maintain 100% Williams Facilities Compliance | Williams Facilities Inspection Results<br>100% compliance |

### Strategies/Activities for Goal 3

| Planned Actions/Services  | Actual Actions/Services  | Proposed Expenditures  | Estimated Actual Expenditures  |
|---|--|--|--|
| <p>Purchase books and materials to provide information at training for staff on Implementation of a school-wide Matrix and procedures for positive behavior instruction and support. Teachers and support staff will provide instruction and practice on expected behaviors contained in the Matrix. All staff will use common language to support positive behavior and follow the Matrix of consequences for redirecting behavior.</p> <p>Purchase materials and supplies for for self-managers recognition and support. Implement a character building program to encourage appropriate behavior and improved attendance through the use of the Pyramid of Success, Self-Manager contracts and drug, alcohol and tobacco awareness programs.</p> <p>Create and distribute a student yearbook to provide memories that motivate students and build a positive school climate. We will use data on documented behavior</p> | <p>Purchased books for each member of the Positive Behavior Discipline committee</p> <p>There was no expenditures for the self-managers program. There were materials that carried over from previous year.</p> <p>The yearbook was created. Each teacher created class pages with pictures of students. The yearbook coordinator organized training and support.</p> <p>The Musical performance did not occur. The Academic Coach will work with the Music teacher to plan and implement a musical for next year.</p> <p>Six supervision paraprofessionals were hired to provide supervision of students.</p> <p>Counseling services were provided by Jewish Family Services with funding from the District and a grant that the school secured</p> | <p>Classified Supervision salary<br/>2000-2999: Classified Personnel Salaries<br/>LCFF<br/>26420.00</p> <p>Materials and supplies<br/>4000-4999: Books And Supplies<br/>LCFF<br/>5000.00</p> | <p>Classified Supervision salary<br/>2000-2999: Classified Personnel Salaries<br/>LCFF<br/>2911.00</p> <p>Materials and Supplies<br/>4000-4999: Books And Supplies<br/>LCFF<br/>500.00</p> |

**Planned  
Actions/Services**

**Actual  
Actions/Services**

**Proposed  
Expenditures**

**Estimated Actual  
Expenditures**

problems to measure this action.

Plan and perform grade level musical performances during the year. To help build unity and positive school climate. We will use data on documented behavior problems to measure this action.

Pay supervision personnel to provide supervision of students before classes begin in the morning and during lunch and lunch recess.

Implement a peaceful and orderly school with a 'No Bullying' atmosphere by teaching students the Rio Vista Ranger Behavior Expectations and closely monitoring behavior. Provide supervision paraprofessionals who will monitor safe playground behavior. Supervision personnel and identified students will receive training from a consultant on Conflict Mediation.

Provide counseling services to students throughout the year in one on one and small group settings. During this time, our school counselor will meet with students and give them strategies to help with anger management, grief, emotional concerns, and other identified needs.

## Analysis

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

We contracted with an outside agency (Jewish Family Services) to provide counseling two times per week. We did not continue with the Conflict Mediator training because the trainer was not available. We hired and maintained 5 supervision personnel to monitor students during non-class times. We did not plan or implement grade level music performances. We distributed the year book to all students who purchased the book. We updated the self-manager program and provided students with certificates and buttons as self-managers. We purchased materials for staff on socio-emotional redirection and training.

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

We did not use site money to pay for the outside counseling services. The District paid for one day of counseling and we wrote a grant to pay for the second day of counseling.

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

We have deleted the action and budget for the "How Dogs Help Children Learn to Read" program in 1st and 2nd grades.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

Increase Academic Achievement

### Goal Statement

Teachers will plan and instruct students based on the Common Core State Standards in ELA, ELD, Math and the NGSS standards in science.

### LCAP Goal

All students will graduate high school prepared with the academic and technical skills necessary for college and career readiness

### Identified Need

1. Overall, in Math we remain 22.5 points below standard indicating a need to improve first instruction and support student need through targeted interventions.
2. All students, English Learners, Socioeconomically Disadvantaged, and Hispanic outcomes are decreasing in mathematics indicating a need for additional targeted support in mathematics for those identified student groups.
3. Overall, in ELA we are 2.4 points above standard. However English Learners, SWD, Hispanic and Socioeconomically Disadvantaged remain below standard indicating a need to improve first instruction and support student need through targeted interventions.  
Core Growth model data indicates improvement rates are less than what would be projected in both ELA and Mathematics.
4. All student groups with the exception of white, Homeless and SWD student groups declined in Distance from Standard in Mathematics.
5. This is the first year for the ELPI indicator. Results reported are baseline.
6. Current reclassification rate is 8.9% and the Riverside County average rate is 13.6%
7. End of Year first grade DIBELS results indicated that 57% of our students are still in need of intensive support.

### Expected Annual Measurable Outcomes

| Metric/Indicator   | Baseline  | Expected Outcome   |
|--|---|--|
| California School Dashboard - Academic Indicator for English Language Arts<br>All Students (ALL)<br>English Learners (EL)<br>Hispanic (Hisp)<br>African American (AA)<br>Socioeconomically Disadvantaged (SED)<br>Students with Disabilities (SWD) | California School Dashboard - Academic Indicator for English Language Arts<br>(Color(DFM) - Status - Level - Change)<br>All Students (ALL) Green (+2.4)-Medium-Increased-+8.5<br>English Learners (EL)Orange(-23.4)-Low-Maintained-0.7<br>Hispanic (Hisp)Orange(-12.3)-Low-Increased-+6.6<br>African American (AA)Less than 11 students-7<br>Socioeconomically Disadvantaged (SED)Yellow(-11)-low-Increased-+11.1<br>Students with Disabilities (SWD) yellow-Very Low-Increased Significantly-+28.9 | California School Dashboard - Academic Indicator for English Language Arts<br>(Color(DFM) - Status - Level - Change)<br>All Students (ALL) green-medium-increased-+3<br>English Learners (EL)Orange-Low-increased- + 15<br>Hispanic (Hisp)Orange-Low-Increased-+ 15<br>African American (AA) NA<br>Socioeconomically Disadvantaged (SED) Yellow-low-Increased-+15<br>Students with Disabilities (SWD)yellow-Very Low-Increased Significantly-+15 |

| Metric/Indicator  | Baseline  | Expected Outcome  |
|---|---|---|
| California School Dashboard - Academic Indicator for Mathematics All Students (ALL)<br>English Learners (EL)<br>Hispanic (Hisp)<br>African American (AA)<br>Socioeconomically Disadvantaged (SED)<br>Students with Disabilities (SWD)                           | California School Dashboard - Academic Indicator for Mathematics (Color(DFM) - Status - Level - Change)<br>All Students (ALL)-Yellow(-22.5)-Medium-Decreased-8<br>English Learners (EL)-Orange(-41.6)-Low-Decr.Sig.--16.1<br>Hispanic (Hisp)-Orange(-32.5)-Low-Decreased-7.7<br>African American (AA)-N/A-less than 11<br>Socioeconomically Disadvantaged (SED)Orange(32.7)-Decreased-Low--7.1<br>Students with Disabilities (SWD)Yellow(-39.8)-Low-Incr.Sig.-+47.1 | California School Dashboard - Academic Indicator for Mathematics (Color (DFM)- Status - Level - Change)<br>All Students (ALL))-Yellow-Medium-increased-15<br>English Learners (EL)Orange-Low-increased-15<br>Hispanic (Hisp)Orange-Low-increased -15<br>African American (AA) NA<br>Socioeconomically Disadvantaged (SED)Orange-increased-Low--15<br>Students with Disabilities (SWD)Yellow-Low-Increased-+15 |
| California School Dashboard - English Learner Progress Indicator (ELPI)   | California School Dashboard - English Learner Progress Indicator (ELPI)Reclassification Rate<br>Beginning-13.7%<br>Somewhat Developed-22%<br>Moderately Developed-35.3%<br>Well Developed-29%   | California School Dashboard - English Learner Progress Indicator (ELPI)<br>Beginning-13.7%<br>Somewhat Developed-22%<br>Moderately Developed-35.3%<br>Well Developed-29%<br>*Goals set following second year of ELPAC results.  |
| English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate   | English Learner Redesignated Fluent English Proficient (RFEP) (RFEP)- Reclassification Rate 8.9%  | English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate 11.9%   |
| 3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL)<br>English Learners (EL)<br>Hispanic (Hisp)<br>African American (AA)<br>Socioeconomically Disadvantaged (SED)<br>Students with Disabilities (SWD) | 3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard)<br>All Students (ALL)46.33%<br>English Learners (EL)37.28%<br>Hispanic (Hisp)42.70%<br>African American (AA)N/A<br>Socioeconomically Disadvantaged (SED)42.22%<br>Students with Disabilities (SWD)20.00%  | 3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard)<br>All Students (ALL) 52%<br>English Learners (EL) 43%<br>Hispanic (Hisp) 48%<br>African American (AA)<br>Socioeconomically Disadvantaged (SED) 48%<br>Students with Disabilities (SWD) 25%   |
| 3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results<br>Percentage of students meeting target Composite Score on Benchmark 3 test<br>All Students (ALL)   | 3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results<br>Percentage of students meeting target Composite Score on Benchmark 3 test<br>All Students (ALL) 69%   | 3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results<br>Percentage of students meeting target Composite Score on Benchmark 3 test<br>All Students (ALL) 74%   |
| Williams Textbook/Materials Compliance  | Williams Textbook/Materials Compliance 110%   | Williams Textbook/Materials Compliance 100%   |

# Planned Strategies/Activities

## Strategy/Activity 1

The site Academic Coach will support and assist teachers, students and the principal with all actions in this section. The Academic Coach's role will include demonstration lessons, monitoring student academic and behavioral learning and learning needs. This activity will be measured by the number of contacts with students, the number of student suspensions and student academic progress on school, district and state measures.

Teachers will collaborate three weeks within a four week period in PLC collaboration teams to analyze data, align instruction with standards, plan, implement and revise rigorous instruction based on student achievement as measured by summary notes submitted to the principal after each PLC collaboration meeting.

Teachers will plan and facilitate instruction in 30/45 minutes of designated ELD instruction five/four days per week. Bilingual paraprofessionals will support teachers with reducing group sizes during these blocks. This action will be measured by the data on student achievement on English Language proficiency.

Teachers will use short cycle assessments in addition to District benchmarks to analyze student data that includes disaggregating the data for targeted groups (EL's, SED, SPED) as measured by assessment data documented in the District data program, School City and PLC collaboration meeting notes.

Teachers will plan for ELA and Math using current curriculum adoption, Standards, EL integrated supports and strategies, SPED identified supports from IEP and targeted supports for students identified as at-risk as measured by PLC collaboration meeting notes and the District data program, School City.

Teachers will Plan for and facilitate instruction weekly for hands on Science lessons using the NGSS standards for their designated grade level. Instructional planning and delivery will follow the NGSS format for instructional design. This action will be measured using lesson plans and/or observation of lessons.

Staff will attend conferences, workshops and professional development to increase knowledge and capacity for instructional strategies, PLC collaboration procedures, efficient office procedures and processes, instructional technology processes and other identified trainings. This action will be measured by documenting the agendas from trainings and information personnel present to staff.

## Students to be Served by this Strategy/Activity

- English Learner
- Foster Youth
- Low Income
- Students with Disabilities

## Timeline

7/1/2019-6/30/2020

## Person(s) Responsible

Principal, Teachers, Site Academic Coach

## Proposed Expenditures for this Strategy/Activity

Amount

56177.71

Source

LCFF

|                         |  |
|-------------------------|--|
| <b>Budget Reference</b> | 1000-1999: Certificated Personnel Salaries   |
| <b>Description</b>      | Academic Coach   |
| <b>Amount</b>           | 31728.00   |
| <b>Source</b>           | LCFF   |
| <b>Budget Reference</b> | 2000-2999: Classified Personnel Salaries   |
| <b>Description</b>      | Bilingual Paraprofessional salaries  |
| <b>Amount</b>           | 11058.00   |
| <b>Source</b>           | LCFF   |
| <b>Budget Reference</b> | 4000-4999: Books And Supplies  |
| <b>Description</b>      | Supplemental Materials and Supplies for planning, implementing and assessing instruction         |
| <b>Amount</b>           | 4000.00  |
| <b>Source</b>           | LCFF   |
| <b>Budget Reference</b> | 1000-1999: Certificated Personnel Salaries   |
| <b>Description</b>      | Substitutes for teacher release time   |
| <b>Amount</b>           | 84266.56   |
| <b>Source</b>           | Title I  |
| <b>Budget Reference</b> | 1000-1999: Certificated Personnel Salaries   |
| <b>Description</b>      | Academic Coach   |
| <b>Amount</b>           | 4849.00  |
| <b>Source</b>           | Title I  |
| <b>Budget Reference</b> | 5000-5999: Services And Other Operating Expenditures   |
| <b>Description</b>      | Staff attending conferences, workshops, professional development and other identified activities |
| <b>Amount</b>           | 800.00   |
| <b>Source</b>           | Title I  |
| <b>Budget Reference</b> | 4000-4999: Books And Supplies  |
| <b>Description</b>      | NEW: Materials to support student engagement (particularly EL students)                          |

## Strategy/Activity 2

Teachers will facilitate student learning using technology as a learning and teaching tool. Teachers will monitor student usage to insure they are using technology appropriately. Students will use technology to complete short cycle, district and state assessments. This will be measured by checking the district online data program---School City.

Technology will be updated/replaced to meet current standards for accessing programs, assessments and other academic materials. Students and Teachers will monitor technology and notify identified tech. support staff to repair the technology. The technology being monitored will include technology for student use as well as teacher and staff use. This also includes new technology that is needed for instruction and/or learning. This will be measured by the number of requests for repairs and technology purchased to replace not-functional equipment.

Technology will be utilized for intervention instruction including software programs and other needed technology. Technology will also be used to extend learning beyond the classroom. We will purchase identified programs and other needed technology needed to meet this goal. This will be measured by the number of students offered and attending after school intervention programs and the number of students accessing identified programs that extend learning.

We will contract with a vendor to provide training and materials for the program "How Dogs Help Kids Read and Succeed in the Classroom". This is a program that extends classroom instruction for 1st and 2nd grade students and their families and provides a connection and a concrete anchor for reading. This will be measured by the number of students and parents participating in the program.

### Students to be Served by this Strategy/Activity

- English Learner
- Foster Youth
- Low Income
- Students with Disabilities

### Timeline

7/1/2019-6/30/2020

### Person(s) Responsible

Principal, Teachers

### Proposed Expenditures for this Strategy/Activity

|                         |   |
|-------------------------|---|
| <b>Amount</b>           | 2175.29   |
| <b>Source</b>           | LCFF  |
| <b>Budget Reference</b> | 4000-4999: Books And Supplies   |
| <b>Description</b>      | Technology Supplemental Materials and Supplies                        |
| <b>Amount</b>           | 3000.00   |
| <b>Source</b>           | Title I   |
| <b>Budget Reference</b> | 5000-5999: Services And Other Operating Expenditures                  |
| <b>Description</b>      | NEW: Software to support students/teachers teaching/assessing writing |
| <b>Amount</b>           | 10000.00  |
| <b>Source</b>           | LCFF  |
| <b>Budget Reference</b> | 5800: Professional/Consulting Services And Operating Expenditures     |
| <b>Description</b>      | Student Access to Technology and web based programs                   |
| <b>Amount</b>           | 10000.00  |



|                         |  |
|-------------------------|--|
| <b>Source</b>           | LCFF   |
| <b>Budget Reference</b> | 4000-4999: Books And Supplies                        |
| <b>Description</b>      | Technology Supplemental Materials and Supplies       |
| <b>Amount</b>           | 5000.00  |
| <b>Source</b>           | LCFF   |
| <b>Budget Reference</b> | 5000-5999: Services And Other Operating Expenditures |
| <b>Description</b>      | Technology insurance                                 |
| <b>Amount</b>           | 4193.00  |
| <b>Source</b>           | Title I  |
| <b>Budget Reference</b> | 5000-5999: Services And Other Operating Expenditures |
| <b>Description</b>      | Technology supplemental materials                    |

### Strategy/Activity 3

Grade level teams will identify students in need of additional instruction/intervention and enrichment in ELA and Math. Students identified will receive support in a small group setting for after school intervention. Teachers will be compensated for after school instruction. We will identify appropriate materials, technology and software for the intervention program. This will be measured by the number of teachers and students participating in the after school intervention as well as academic growth.

Teacher leaders will support students and teachers with targeted support in various areas including Gifted and Talented strategies, data analysis, accessing assessments, state testing support, websites, software programs and other related supports teachers need to plan, implement, monitor and revise instruction. This will be measured by the amount of time teachers leaders spend assisting teachers and facilitating programs and activities.

### Students to be Served by this Strategy/Activity

- English Learner
- Foster Youth
- Low Income
- Students with Disabilities

### Timeline

7/1/2019-6/30/2020

### Person(s) Responsible

principal, teachers

### Proposed Expenditures for this Strategy/Activity

|                         |  |
|-------------------------|--|
| <b>Amount</b>           | 500.00                                     |
| <b>Source</b>           | LCFF                                       |
| <b>Budget Reference</b> | 1000-1999: Certificated Personnel Salaries |

|                         |   |
|-------------------------|---|
| <b>Description</b>      | Certificated stipend for GATE coordinator                   |
| <b>Amount</b>           | 1000.00   |
| <b>Source</b>           | LCFF  |
| <b>Budget Reference</b> | 4000-4999: Books And Supplies                               |
| <b>Description</b>      | Enrichment materials and supplies for GATE and Intervention |
| <b>Amount</b>           | 12273.00  |
| <b>Source</b>           | LCFF  |
| <b>Budget Reference</b> | 1000-1999: Certificated Personnel Salaries                  |
| <b>Description</b>      | Teacher Extra Duty for After School Interventions           |
| <b>Amount</b>           | 500.00  |
| <b>Source</b>           | LCFF  |
| <b>Budget Reference</b> | 1000-1999: Certificated Personnel Salaries                  |
| <b>Description</b>      | Certificated stipend for technology support                 |
| <b>Amount</b>           | 1000.00   |
| <b>Source</b>           | LCFF  |
| <b>Budget Reference</b> | 1000-1999: Certificated Personnel Salaries                  |
| <b>Description</b>      | Site testing coordinator                                    |

# Goals, Strategies, & Proposed Expenditures

## Goal 2

Increase Parent and Community Partnerships

### Goal Statement

Rio Vista Parents and community members will participate as members of the school's School Site Council, the school's English Language Advisory Committee, and any additional committee's deemed appropriate. Rio Vista School will provide opportunities to attend back-to-school nights, parent appreciation activities and recognition ceremonies. Rio Vista will host "Educational Nights" for identified and targeted subjects and contents. Rio Vista will encourage and facilitate parent Involvement and Participation in the school process and procedures through the following: 1) Involve parents in the Title I program; 2) Create a school-parent compact with parent input; 3) Build capacity for parent involvement; and 4) assure accessibility and opportunities to the school for parents. The Rio Vista site plan will be aligned with the PSUSD district parent involvement plan.

Long Term Attendance Goal: Rio Vista School will have at least a 96.0% attendance rate.

### LCAP Goal

Palm Springs Unified School District will collaborate with families and our local communities to ensure all students are actively engaged in learning and connected in meaningful ways to their school community.

### Identified Need

Decrease the percent of students who are reaching chronic absenteeism rates: Provide support with classroom instruction on socio-emotional in tandem with academic intervention for the All Students, English Learner, Hispanic, SED and SWD student categories for the purpose of increasing students desire to be at school.

### Expected Annual Measurable Outcomes

| Metric/Indicator   | Baseline   | Expected Outcome   |
|--|--|--|
| Student Attendance Rates<br>All Students (ALL)   | Student Attendance Rates (Color - Status - Level - Change)<br>All Students (ALL) 94.68   | Student Attendance Rates (Color - Status - Level - Change)<br>All Students (ALL) 96.00   |
| Chronic Absenteeism Rates<br>All Students (ALL)<br>English Learner (EL)<br>Hispanic (Hisp)<br>African American (AA)<br>Socioeconomically Disadvantaged (SED)<br>Students with Disabilities (SWD) | Chronic Absenteeism Rates (Color(%) - Status - Level - Change)<br>All Students (ALL)Red 14.1% +3.2%<br>English Learner (EL)Orange 10.4% + 2.1%<br>Hispanic (Hisp)Orange 13.1% +2.5%<br>African American (AA)<br>Socioeconomically Disadvantaged (SED)Red 15.3% +3.5%<br>Students with Disabilities (SWD)Orange 19.2% +3.4% | Chronic Absenteeism Rates (Color(%) - Status - Level - Change)<br>All Students (ALL)Red - 2.7% -.05%<br>English Learner (EL) orange 9.9% -.05%<br>Hispanic (Hisp) orange - 12.6% - -05%<br>African American (AA)<br>Socioeconomically Disadvantaged (SED)- 14.8% - -.05%<br>Students with Disabilities (SWD) orange -18.7% - -.05% |
| Family School Connectedness via Panorama Family Climate Survey<br>All Students (ALL)<br>Elementary School Students (ES)<br>Middle School Students (MS)   | Family School Connectedness via Panorama Family Climate Survey<br>All Students (ALL) 92%<br>Elementary School Students (ES)<br>Middle School Students (MS)   | Family School Connectedness via Panorama Family Climate Survey<br>All Students (ALL) 97%<br>Elementary School Students (ES)<br>Middle School Students (MS)   |

| Metric/Indicator  | Baseline   | Expected Outcome   |
|---|--|--|
| High School Students (HS)<br>English Learner (EL)<br>Hispanic (Hisp)<br>African American (AA) | High School Students (HS)<br>English Learner (EL)<br>Hispanic (Hisp)93%<br>African American (AA)100% | High School Students (HS)<br>English Learner (EL)<br>Hispanic (Hisp) 98%<br>African American (AA) 100% |

## Planned Strategies/Activities

### Strategy/Activity 1

The principal, academic coach and grade level/leadership team will plan and hold parent activities three times during the year that with a focus on academics, technology, safety, school performance and other areas identified by staff or parents. School staff will provide translating. We will measure this action item with agenda's for the events as well as a parent participation count.

All students will receive Home-School Compacts that require parent/student/teacher signatures. These compacts serve as contract agreements for following school rules and procedures. Students will also receive Friday folders that serve as vehicles for communication between home and school. Fourth and fifth grade agendas that provide a system for students to organize assignments and plan for assignment completion. We will assess this action with teachers checking usage of folders and agendas by students and documenting usage on a monthly basis.

We will Translate all newsletters, flyers, announcements, handbooks, home/school communications for teachers, and other printed communications into Spanish. To facilitate parent education and training needs, the school will provide Spanish translation for conferences, IEP meetings, SST meetings, phone calls, and school visits. Child care for all parent education/training meetings will be scheduled. Extra duty clerical and para-bilingual services are provided to support this action. We will measure this action by documenting the hours school personnel log for translation and interpretation activities.

Regular communication to parents regarding student attendance will be addressed by the District provided Community Liaison, office staff classroom teachers, and principal. The Community Liaison makes phone calls and home visits regarding any uncleared absences daily. We will recognize and reward classes at each grade level that have the highest attendance each week. We will measure this action using weekly attendance numbers.

We will establish a Student Accountability Review Team (SART) that will meet as needed with the parents of students with a high absentee rate. The services of a roving substitute will be required to relieve teachers for these meetings as needed. We will measure this action by reviewing the attendance data of students we have met with.

We will conduct award monthly, provide perfect attendance pencils to students who qualify. Recognize each class by the number of students with Perfect Attendance for the month and the class with the highest percentage of students with Perfect Attendance at the Weekly Flag Ceremony. This action will be measured by using the data tracking student attendance rates.

We will extend Library hours to provide parent access after school. We will measure this action by the number of books parents check out from the library,

### Students to be Served by this Strategy/Activity

- English Learner
- Foster Youth
- Low Income
- Students with Disabilities

### Timeline

**Person(s) Responsible**Principal  
Teachers**Proposed Expenditures for this Strategy/Activity**

|                         |   |
|-------------------------|---|
| <b>Amount</b>           | 8591.00   |
| <b>Source</b>           | Title I   |
| <b>Budget Reference</b> | 1000-1999: Certificated Personnel Salaries  |
| <b>Description</b>      | Teacher Extra Duty for demonstration and facilitating activities and information during Family Nights |
| <b>Amount</b>           | 3269.00   |
| <b>Source</b>           | Title I   |
| <b>Budget Reference</b> | 2000-2999: Classified Personnel Salaries  |
| <b>Description</b>      | Classified extra duty   |
| <b>Amount</b>           | 2774.00   |
| <b>Source</b>           | Title I Part A: Parent Involvement  |
| <b>Budget Reference</b> | 4000-4999: Books And Supplies   |
| <b>Description</b>      | Materials and supplies for Parent communication and activities  |
| <b>Amount</b>           | 5178.00   |
| <b>Source</b>           | Title I   |
| <b>Budget Reference</b> | 4000-4999: Books And Supplies   |
| <b>Description</b>      | Materials and supplies for Student and parents at school gatherings                                   |
| <b>Amount</b>           | 2500.00   |
| <b>Source</b>           | Title I   |
| <b>Budget Reference</b> | 4000-4999: Books And Supplies   |
| <b>Description</b>      | **Material and supplies for parent events and meetings  |
| <b>Amount</b>           | 3269.00   |
| <b>Source</b>           | Title I   |
| <b>Budget Reference</b> | 2000-2999: Classified Personnel Salaries  |
| <b>Description</b>      | Extra duty for school Librarian   |

# Goals, Strategies, & Proposed Expenditures

## Goal 3

Maintain Healthy and Safe Learning Environment

### Goal Statement

All students at Rio Vista will be taught in a safe and drug-free learning environment.

### LCAP Goal

Palm Springs Unified will provide students with a clean, healthy, physically and emotionally safe learning environments.

### Identified Need

Decrease student suspension rates by using other means of correction and providing instruction and counseling on self-efficacy and grit to increase resilience and perseverance with difficult tasks in academics and self-control with behavior. Establish a safer environment for students by establishing a consistent positive behavior and discipline plan that is taught and followed by all staff and students.

### Expected Annual Measurable Outcomes

| Metric/Indicator   | Baseline   | Expected Outcome  |
|--|--|---|
| Suspension Rates:<br>All Students (ALL)<br>English Learner (EL)<br>Hispanic (Hisp)<br>African American (AA)<br>Socioeconomically Disadvantaged (SED)<br>Students with Disabilities (SWD) | Suspension Rates:<br>(Color(%) - Status - Level - Change)<br>All Students (ALL)-yellow-0.7%- + 0.4%<br>English Learner (EL)-green--0.7% - maintained<br>Hispanic (Hisp)-orange-1.1%-low- +0.5%<br>African American (AA) N/A<br>Socioeconomically Disadvantaged (SED)-yellow-0.7%- +0.3%<br>Students with Disabilities (SWD) orange - 2.9% - low - + 2.9% | Suspension Rates:<br>(Color(%) - Status - Level - Change)<br>All Students (ALL)- yellow -0.4%- - 0.3%<br>English Learner (EL) - green -0.4%- - 0.3%<br>Hispanic (Hisp) - orange -0.8% - - 3.0\$<br>African American (AA) N/A<br>Socioeconomically Disadvantaged (SED) -yellow -.04% - -3.0%<br>Students with Disabilities (SWD) - orange - 2.6% - -3.0% |
| Expulsion Rates<br>All Students (ALL)<br>English Learner (EL)<br>Hispanic (Hisp)<br>African American (AA)<br>Socioeconomically Disadvantaged (SED)<br>Students with Disabilities (SWD)   | Expulsion Rates<br>All Students (ALL)<br>English Learner (EL)<br>Hispanic (Hisp)<br>African American (AA)<br>Socioeconomically Disadvantaged (SED)<br>Students with Disabilities (SWD)   | Expulsion Rates<br>All Students (ALL)<br>English Learner (EL)<br>Hispanic (Hisp)<br>African American (AA)<br>Socioeconomically Disadvantaged (SED)<br>Students with Disabilities (SWD)  |
| Panorama Survey - School Connectedness<br>All students<br>EL<br>AA<br>Hisp<br>SED  | Panorama Survey - School Connectedness<br>All students 92%<br>EL<br>AA 100%<br>Hisp 93%<br>SED   | Panorama Survey - School Connectedness<br>All students 97%<br>EL<br>AA 100%<br>Hisp 98%<br>SED  |

| Metric/Indicator  | Baseline  | Expected Outcome  |
|---|---|---|
| Panorama Survey - School Safety<br>All students:<br>EL<br>AA<br>Hisp<br>SED | Panorama Survey - School Safety<br>All students: 68%<br>EL 66%<br>AA 50%<br>Hisp 66%<br>SED | Panorama Survey - School Safety<br>All students: 90%<br>EL 97%<br>AA 97%<br>Hisp 97%<br>SED 97% |
| Williams Facilities Inspection Results                                      | Williams Facilities Inspection Results  | Williams Facilities Inspection Results  |

## Planned Strategies/Activities

### Strategy/Activity 1

Implement a school-wide Matrix and procedures for positive behavior instruction and support. Teachers and support staff will provide instruction and practice on expected behaviors contained in the Matrix. All staff will use common language to support positive behavior and follow the Matrix of consequences for redirecting behavior. We will collect, analyze and use data collected to make adjustments to our behavior plan on an ongoing basis.

Implement a character building program to encourage appropriate behavior and improved attendance through the use of the Pyramid of Success, Self-Manager contracts and drug, alcohol and tobacco awareness programs. We will use data on documented behavior problems to measure this action.

Create and distribute a student yearbook to provide memories that motivate students and build a positive school climate. We will use data on documented behavior problems to measure this action.

Plan and perform grade level musical performances during the year. To help build unity and positive school climate. We will use data on documented behavior problems to measure this action.

Provide a peaceful and orderly school with a 'No Bullying' atmosphere by teaching students the Rio Vista Ranger Behavior Expectations and closely monitoring behavior. Provide supervision paraprofessionals who will monitor safe playground behavior. Supervision personnel and identified students will receive training from a consultant on Conflict Mediation. We will use data on documented behavior problems to measure this action.

Provide counseling services to students throughout the year in one on one and small group settings. During this time, our school counselor will meet with students and give them strategies to help with anger management, grief, emotional concerns, and other identified needs.

Use the Student Success Team process for students who are experiencing low academic achievement which may be due to absences, tardies and behaviors. Teachers will use the Student Success Team to eliminate barriers to strategies identified during the student success process to help students experience academic and social success. We will use data on documented behavior problems to measure this action.

### Students to be Served by this Strategy/Activity

- English Learner
- Foster Youth
- Low Income
- Students with Disabilities

### Timeline

**Person(s) Responsible**

Principal, Academic Coach, Teacher Leaders

**Proposed Expenditures for this Strategy/Activity**

|                         |  |
|-------------------------|--|
| <b>Amount</b>           | 29331.00   |
| <b>Source</b>           | LCFF   |
| <b>Budget Reference</b> | 2000-2999: Classified Personnel Salaries                           |
| <b>Description</b>      | Classified Supervision salary                                      |
| <b>Amount</b>           | 4000.00  |
| <b>Source</b>           | LCFF   |
| <b>Budget Reference</b> | 1000-1999: Certificated Personnel Salaries                         |
| <b>Description</b>      | **Certificated substitutes for SST meetings                        |
| <b>Amount</b>           | 1500   |
| <b>Source</b>           | Title I  |
| <b>Budget Reference</b> | 5000-5999: Services And Other Operating Expenditures               |
| <b>Description</b>      | NEW: Mindfulness software  |
| <b>Amount</b>           | 10,063.44  |
| <b>Source</b>           | Title I  |
| <b>Budget Reference</b> | 2000-2999: Classified Personnel Salaries                           |
| <b>Description</b>      | Supervision extra duty for parent events                           |
| <b>Amount</b>           | 4000.00  |
| <b>Source</b>           | LCFF   |
| <b>Budget Reference</b> | 1000-1999: Certificated Personnel Salaries                         |
| <b>Description</b>      | Certificated substitutes for Special Ed. teachers for SST meetings |
| <b>Amount</b>           | 1100.00  |
| <b>Source</b>           | Title I  |
| <b>Budget Reference</b> | 4000-4999: Books And Supplies                                      |
| <b>Description</b>      | NEW: Professional publication used for staff training              |
| <b>Amount</b>           | 2000.00  |
| <b>Source</b>           | Title I  |



|                         |  |
|-------------------------|--|
| <b>Budget Reference</b> | 5000-5999: Services And Other Operating Expenditures   |
| <b>Description</b>      | NEW: Software subscription to support behavior data tracking & behavior positive support/interventions |
| <b>Amount</b>           | 3500.00  |
| <b>Source</b>           | LCFF   |
| <b>Budget Reference</b> | 5800: Professional/Consulting Services And Operating Expenditures                                      |
| <b>Description</b>      | NEW: Attendance incentives   |

# Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program's goals and will be performed as a centralized services. Note: the total amount of each categorical program must be aligned with the Consolidated Application.

| <b>School Goal #1: Increase Academic Achievement</b>  |                                   |   |                       |   |
|---|-----------------------------------|---|-----------------------|---|
| <b>Actions to be Taken to Reach This Goal</b><br><br>Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development) | <b>Start Date Completion Date</b> | <b>Proposed Expenditure</b>   | <b>Estimated Cost</b> | <b>Funding Source (itemize for each source)</b> |
| NGSS TOSA   | July 1, 2019 - June 30, 2020      | Onsite PD and support with evidence-based practices to build best first instruction   | 6,130                 | Title I   |
| Technology TOSAs  | July 1, 2019 - June 30, 2020      | Support the integration of technology into instruction for both staff and students  | 11,965                | Title II  |
| Supplemental Intervention Services - Extended day tutoring and extended school year academies   | July 1, 2019 - June 30, 2020      | Tutoring and extended school year opportunities   | 35,301                | Title I   |
| High Impact Math PD   | July 1, 2019 - June 30, 2020      | Consultants and substitutes to support the implementation of math routines and strategies to develop conceptual understanding | 50,643                | Title I   |
| School House Project ELA PD   | July 1, 2019 - June 30, 2020      | Consultant and substitutes to support rigorous ELA instruction and the GRR model  | 19,545                | Title I   |
| Kagan PD  | July 1, 2019 - June 30, 2020      | Consultants to provide PD regarding engagement strategies   | 5,667                 | Title I   |

| <b>School Goal #2: Increase Parent and Community Partnerships</b>   |                                   |  |                       |   |
|---|-----------------------------------|--|-----------------------|---|
| <b>Actions to be Taken to Reach This Goal</b><br><br>Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development) | <b>Start Date Completion Date</b> | <b>Proposed Expenditure</b>                              | <b>Estimated Cost</b> | <b>Funding Source (itemize for each source)</b> |
| 7 Habits of Effective Families Classes  | July 1, 2019 - June 30, 2020      | Parenting Classes on effective strategies and structures | 1,667                 | Title IV  |

| <b>School Goal #3: Maintain Healthy and Safe Learning Environment</b>                                 |   |                             |                       |   |
|---|---|-----------------------------|-----------------------|---|
| <b>Actions to be Taken to Reach This Goal</b>   | <b>Start Date<br/>Completion<br/>Date</b> | <b>Proposed Expenditure</b> | <b>Estimated Cost</b> | <b>Funding Source<br/>(itemize for each<br/>source)</b> |
| Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development |   |                             |                       |   |

*Note: Centralized services may include the following direct services:*

- *Evidence-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- *District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*
- *After-school and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

*Centralized Services do not include administrative costs.*

# Budget Summary and Consolidation

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

| Description   | Amount       |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$137,353    |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$           |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$323,596.00 |

## Allocations by Funding Source

| Funding Source                     | Amount  | Balance |
|------------------------------------|---------|---------|
| Title I                            | 134,579 | 0.00    |
| Title I Part A: Parent Involvement | 2,774   | 0.00    |
| LCFF                               | 186,243 | 0.00    |

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. 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                            | \$134,579.00    |
| Title I Part A: Parent Involvement | \$2,774.00      |

Subtotal of additional federal funds included for this school: \$137,353.00

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 (\$) |
|-------------------------|-----------------|
| LCFF                    | \$186,243.00    |

Subtotal of state or local funds included for this school: \$186,243.00

Total of federal, state, and/or local funds for this school: \$323,596.00

## Expenditures by Funding Source

| Funding Source                     | Amount     |
|------------------------------------|------------|
| LCFF                               | 186,243.00 |
| Title I                            | 134,579.00 |
| Title I Part A: Parent Involvement | 2,774.00   |

## Expenditures by Budget Reference

| Budget Reference  | Amount     |
|---|------------|
| 1000-1999: Certificated Personnel Salaries                        | 175,308.27 |
| 2000-2999: Classified Personnel Salaries                          | 77,660.44  |
| 4000-4999: Books And Supplies                                     | 36,585.29  |
| 5000-5999: Services And Other Operating Expenditures              | 20,542.00  |
| 5800: Professional/Consulting Services And Operating Expenditures | 13,500.00  |

## Expenditures by Budget Reference and Funding Source

| Budget Reference  | Funding Source                     | Amount    |
|---|------------------------------------|-----------|
| 1000-1999: Certificated Personnel Salaries                        | LCFF                               | 82,450.71 |
| 2000-2999: Classified Personnel Salaries                          | LCFF                               | 61,059.00 |
| 4000-4999: Books And Supplies                                     | LCFF                               | 24,233.29 |
| 5000-5999: Services And Other Operating Expenditures              | LCFF                               | 5,000.00  |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF                               | 13,500.00 |
| 1000-1999: Certificated Personnel Salaries                        | Title I                            | 92,857.56 |
| 2000-2999: Classified Personnel Salaries                          | Title I                            | 16,601.44 |
| 4000-4999: Books And Supplies                                     | Title I                            | 9,578.00  |
| 5000-5999: Services And Other Operating Expenditures              | Title I                            | 15,542.00 |
| 4000-4999: Books And Supplies                                     | Title I Part A: Parent Involvement | 2,774.00  |

# 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
- 5 Parent or Community Members

| Name of Members                             | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Jamie Mauer                                 |           |                   | X                  |                            |                    |
| Melissa Ferguson                            |           | X                 |                    |                            |                    |
| Jennifer Briones                            |           |                   |                    | X                          |                    |
| Aaron Tarzian                               | X         |                   |                    |                            |                    |
| Stephany Garcia                             |           |                   |                    | X                          |                    |
| Leonard Bench III                           |           | X                 |                    |                            |                    |
| Taryn Sall                                  |           | X                 |                    |                            |                    |
| Anne Lorraine Stock                         |           |                   |                    | X                          |                    |
| Valentin Corral                             |           |                   |                    | X                          |                    |
| Brianne Schuld                              |           |                   |                    | X                          |                    |
| <b>Numbers of members of each category:</b> | <b>1</b>  | <b>3</b>          | <b>1</b>           | <b>5</b>                   |                    |

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 |
|  | Other: Leadership Team             |

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 October 15, 2019.

Attested:

|                                     |
|-------------------------------------|
| Principal, Aaron Tarzian on         |
| SSC Chairperson, Valentin Corral on |

# 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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

## Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

## Description

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

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

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

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

## Goals, Strategies, Expenditures, & Annual Review

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

### Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

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 one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-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.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

### 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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal 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.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]*

## **Strategies/Activities**

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal 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.]*

## Annual Review

In the following 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.

## 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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.*

## Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary 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.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# 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 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); and
      - 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; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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, its 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 Stakeholder 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: S 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 6400 et. seq.



# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement 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](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (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 (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf>.)

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

## **Additional Targeted Support and Improvement**

A school identified 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 (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 Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified 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.

## Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <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/>

Developed by the California Department of Education, January 2019

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RIO VISTA SCHOOL SITE COUNCIL MEETING  
AGENDA

5/3/19

2:45 in the 503

- I. Welcome and Introductions
- II. Review Draft of School Plan
  - a. New format
- III. Revise draft of school plan
  - a. Approve school plan
- IV. Discuss needs for next year
- V. Other Matters

RIO VISTA SCHOOL SITE COUNCIL MEETING  
AGENDA

9/24/18

3:45 in the 503

- I. Welcome and Introductions
- II. SSC Training with Mark Arnold
- III. Future Meetings
- IV. Other Matters

Rio Vista SSC Board Members:

|                   |                         |
|-------------------|-------------------------|
| Mrs. Tande        | Teacher                 |
| Mr. Haberman      | Teacher                 |
| Mr. Svoboda       | Teacher                 |
| Vacant            | Other School Staff      |
| Francisco Albino  | Parent                  |
| Vacant            | Parent/Community Member |
| Nicole Franz      | Parent                  |
| Audrey Gonzalez   | Parent                  |
| Jessica Lundquist | Parent                  |
| Mr. Marlatt       | Principal               |

## School Site Council Meeting Minutes

09/24/2018 Room 503

Meeting called to order at 4:11pm

In attendance: (quorum met)

Steve Marlatt

Guy Haberman

Nicole Franz

Audrey Gonzalez

Jessica Lundquist

October meeting will include data analysis and action planning based on that testing data

Pgs 11-12 show 2016-17 data

LCAP goals and plan starting pg 23

2 year YOY ELD progression is the lowest in the district. Test changed so benchmark and comparable data aren't yet available.

ELD should be integrated into all instruction ex. Answering questions in full sentences

LCAP funding comes from unduplicatable homeless, foster, low SES and English learners

October 5<sup>th</sup> deadline for district survey that measures unduplicated population. Letters are being sent home to households who haven't completed the survey. Hasn't extracted families with more than one child at the school who have already completed the survey

Library afterschool hours to provide parent access has become an issue due to the amount of time librarian can be kept. October meeting we'll need to release the funds encumbered to that LCAP goal and assign them to another objective.

Sent 2 teachers to an equity conference. District and school redoing the behavior matrix to align to "the other means of correction" in order to reduce suspensions and provide more productive means of behavior management

Meeting adjourned at 4:40pm

AGENDA  
TITLE I SCHOOL PARTICIPATION  
9/24/18 4:45 Room 503

- I. Purpose of Title I – Supplemental Services; underachieving students
  - a. fund allocation to schools
  - b. school-wide plan at Rio Vista
  - c. SPSA goals/instructional programs
- II. Title I Requirements
  - a. school progress/status
  - b. highly qualified teachers
- III. Parent Involvement:
  - a. funding/parent involvement
  - b. school-Parent Compacts/building parent capacity
- IV. Parents Rights
  - a. review standards, assessments, progress
  - b. parent driven meetings, trainings, information on teachers/instruction
  - c. involvement, supporting students at home, student progress measures
  - d. representation on school site council, advisory committees

Rio Vista SSC Board Members:

|                    |                         |
|--------------------|-------------------------|
| Mrs. Tande         | Teacher                 |
| ✓Mr. Haberman      | Teacher                 |
| Mr. Svoboda        | Teacher                 |
| Vacant             | Other School Staff      |
| Francisco Albino   | Parent                  |
| Vacant             | Parent/Community Member |
| ✓Nicole Franz      | Parent                  |
| ✓Audrey Gonzalez   | Parent                  |
| ✓Jessica Lundquist | Parent                  |
| ✓Mr. Marlatt       | Principal               |

Sign-14

1. *Mr Marlatt*
2. *Jessica Lundquist*
3. *Nicole Franz*
4. *Audrey Gonzalez*
5. *Kary Haberman*

AGENDA  
TITLE I SCHOOL PARTICIPATION  
9/24/18 4:45 Room 503

I. propósito del título I – servicios suplementarios; pedirá a los estudiantes

- a. fondo asignación a escuelas
- b. escolares plan en Rio Vista
- c. SPSA objetivos/instructivos programas

II. Requisitos del título I una.

- a. estado de avance de la escuela maestros

III altamente calificados. Participación de los padres:

- a. financiación y padres participación
- b. escuela y los padres compactos/edificio padre capacidad

IV. Los padres las normas

- a. revisión de derechos, las evaluaciones, padre
- b. progreso impulsado reuniones, capacitaciones, información sobre la participación de
- c. de maestros/instrucción, apoyo a los estudiantes en el país, el progreso del estudiante mide representación
- d. en Consejo Escolar , comités

**Rio Vista SSC miembros de la Junta:**

|                          |                                |
|--------------------------|--------------------------------|
| <b>Mrs. Tande</b>        | <b>Teacher</b>                 |
| <b>Mr. Haberman</b>      | <b>Teacher</b>                 |
| <b>Mr. Svoboda</b>       | <b>Teacher</b>                 |
| <b>Vacant</b>            | <b>Other School Staff</b>      |
| <b>Francisco Albino</b>  | <b>Parent</b>                  |
| <b>Vacant</b>            | <b>Parent/Community Member</b> |
| <b>Nicole Franz</b>      | <b>Parent</b>                  |
| <b>Audrey Gonzalez</b>   | <b>Parent</b>                  |
| <b>Jessica Lundquist</b> | <b>Parent</b>                  |
| <b>Mr. Marlatt</b>       | <b>Principal</b>               |