

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.

School Name	Rio Vista Elementary School
Address	20417 Cedar creek Street Canyon Country, CA 91351
County-District-School (CDS) Code	19649986022685
Principal	Gina Nolte
District Name	Saugus Union Elementary School District
SPSA Revision Date	4-3-19
Schoolsite Council (SSC) Approval Date	4-17-19
Local Board Approval Date	

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

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School Vision and Mission

Rio Vista is dedicated to developing and nurturing the whole child in a safe and respectful learning environment. We provide a rigorous instructional program while encouraging each student to develop academic knowledge, inter-and intra- personal skills, and a positive attitude toward self and others.

As instructional leaders we set the benchmark for academic excellence by embracing change, creating a positive culture, and implementing current evidence based instructional practices. Through standards based, focused direct instruction, meaningful common assessments, and collaboration around data, we will ensure all students achieve the academic proficiency necessary to become productive members of society.

School Profile

Rio Vista Elementary School, home of the Rockets, is an active and vibrant campus, where a mission team of dedicated teachers, staff, parents, and community members work together to provide liftoff for each and every Rocket. Located in Canyon Country, the heart of the Santa Clarita Valley, Rio Vista exemplifies the rich, culturally diverse tradition and history of the area. The students and staff at Rio Vista come from many ethnic, cultural, and economic backgrounds. We celebrate this diversity each day, and take pride in our community, our work, and ourselves. This is why Rio Vista Rockets "soar above the rest!"

Student Enrollment by Grade Level (School Year 2018-19)

This table displays the number of students enrolled in each grade level at the school.

Grade Level Number of Students

Kindergarten 56
Grade 1 76
Grade 2 79
Grade 3 83
Grade 4 65
Grade 5 104
Grade 6 92
Total Enrollment 555

School Demographic Characteristics

These data are from either the California Longitudinal Pupil Achievement Data System (CALPADS).

Ethnic/Racial* (CALPADS)	Percent
Black or African American	3.65%
American Indian or Alaska Native	0.18%
Asian	1.64%
Filipino	4.38%
Hispanic or Latino	66.06%
Native Hawaiian or Pacific Islander	0
White (non-Hispanic)	21.53%
Two or more races	2.55%

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

Conversations were held with Staff at least monthly about School Plan progress, concerns and continued needs. Teachers met in grade level groups to review goals and to offer new goals or strategies/activities. Grade level groups then shared data regarding progress made and next steps needed to continue growth and progress toward goals. School plan updates and progress were discussed and studied at Site Council meetings monthly. Parents and teachers held conversations about progress and concerns regularly at these meetings. The administrator shared the School Plan with parents at the first PTA meeting of the year and then reviewed data and progress with parents at subsequent meetings. Parents expressed their satisfaction with growth and progress and offered ideas for possible next steps. The school plan was discussed with parents at the initial Title I meetings held in September. Parents asked questions and offered ideas to consider for continuing growth for our students. Parents attending ELAC meetings had the opportunity to review the School Plan at each meeting and ask questions regarding growth and planned next steps as well as offer possible ideas for continued growth.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.2%	%	%	1		
African American	4.7%	4.4%	4.07%	29	28	24
Asian	2.7%	1.7%	1.53%	17	11	9
Filipino	4.4%	4.1%	4.24%	27	26	25
Hispanic/Latino	64.4%	65.1%	61.12%	400	413	360
Pacific Islander	%	%	%			
White	21.4%	22.6%	26.49%	133	143	156
Multiple/No Response	2.3%	%	%	14		
Total Enrollment				621	634	589

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	81	86	74
Grade 1	76	88	83
Grade 2	101	75	81
Grade3	92	102	73
Grade 4	88	84	97
Grade 5	100	95	85
Grade 6	83	104	96
Total Enrollment	621	634	589

Conclusions based on this data:

1. Based on number of students enrolled, data for the following sub groups will be analyzed: Hispanic/Latino, White, African American and Filipino.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	220	223	178	35.4%	35.2%	30.2%
Fluent English Proficient	58	54	71	9.3%	8.5%	12.1%
Reclassified Fluent English Proficient	32	29	47	14.3%	13.2%	21.1%

Conclusions based on this data:

1. We had fewer English Learners but we will continue to use Systematic ELD during designated times and use integrated supports with constructing meaning throughout the day.
2. We had an increase in Fluent English Proficient students and will continue to support these students as needed using constructing meaning throughout the day.
3. We had an increase in reclassified students this past year and will monitor these students as well as continue supporting students as needed using ELD strategies and constructing meaning.

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	91	100	71	90	100	71	90	100	71	98.9	100	100
Grade 4	92	84	93	91	84	93	91	84	93	98.9	100	100
Grade 5	101	97	88	100	96	88	100	96	88	99	99	100
Grade 6	83	108	96	83	107	95	83	107	95	100	99.1	99
All Grades	367	389	348	364	387	347	364	387	347	99.2	99.5	99.7

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2402.	2391.	2419.	14	10.00	25.35	19	13.00	21.13	30	47.00	25.35	37	30.00	28.17
Grade 4	2459.	2462.	2470.	25	17.86	17.20	20	28.57	26.88	22	26.19	38.71	33	27.38	17.20
Grade 5	2487.	2504.	2507.	20	18.75	17.05	22	33.33	43.18	21	18.75	18.18	37	29.17	21.59
Grade 6	2559.	2532.	2540.	27	18.69	17.89	34	35.51	40.00	30	24.30	26.32	10	21.50	15.79
All Grades	N/A	N/A	N/A	21	16.28	19.02	23	27.65	33.43	26	29.20	27.38	30	26.87	20.17

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	18	10.00	19.72	44	49.00	45.07	38	41.00	35.21	
Grade 4	25	21.43	22.58	42	50.00	62.37	33	28.57	15.05	
Grade 5	18	22.92	25.00	43	50.00	52.27	38	27.08	22.73	
Grade 6	31	23.36	22.11	53	50.47	48.42	16	26.17	29.47	
All Grades	23	19.38	22.48	45	49.87	52.45	32	30.75	25.07	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	13	7.00	22.86	44	46.00	41.43	42	47.00	35.71
Grade 4	21	20.48	21.51	43	46.99	53.76	36	32.53	24.73
Grade 5	26	26.04	27.59	36	41.67	48.28	37	32.29	24.14
Grade 6	31	21.50	27.37	54	49.53	49.47	14	28.97	23.16
All Grades	23	18.65	24.93	44	46.11	48.70	33	35.23	26.38

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	10.00	18.31	64	61.00	61.97	26	29.00	19.72
Grade 4	19	17.86	15.05	59	63.10	70.97	22	19.05	13.98
Grade 5	13	18.75	17.05	64	65.63	68.18	23	15.63	14.77
Grade 6	23	14.95	16.84	71	71.96	73.68	6	13.08	9.47
All Grades	16	15.25	16.71	64	65.63	69.16	20	19.12	14.12

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	16	8.00	29.58	58	60.00	46.48	27	32.00	23.94
Grade 4	27	21.43	23.66	51	64.29	56.99	22	14.29	19.35
Grade 5	26	30.21	32.95	58	48.96	46.59	16	20.83	20.45
Grade 6	39	25.23	35.79	55	57.01	50.53	6	17.76	13.68
All Grades	27	21.19	30.55	55	57.36	50.43	18	21.45	19.02

Conclusions based on this data:

1. We now have four years of data from this assessment. In reviewing overall achievement, the scores in all grades seem to have fluctuated a bit for our students achieving at or near and above standard in all areas. Overall we have increased in all areas of reading, writing, and research and inquiry.
2. In reviewing the sub-category results of reading, writing, listening, and research/inquiry, the relative strength is with all tested grades in the area of research/inquiry and the relative weakest area is in Listening in grades 4 and 5. Teachers will provide opportunities for students to listen to texts without visual supports and then follow up with answering questions in class and on the computer.
3. Continued, regular opportunities in the use of IABs, and other formative assessments are required for the students to demonstrate their understanding of what is being taught in the classrooms. Teachers will expose students to more of the IAB assessments to give students practice in taking tests on the computer and increase student use of tools available on the computer. Teachers will analyze data by grade level to key in to areas in need of improvement.

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	91	100	71	91	100	71	91	100	71	100	100	100
Grade 4	92	84	93	91	84	93	91	84	93	98.9	100	100
Grade 5	101	97	88	101	96	88	100	96	88	100	99	100
Grade 6	83	108	96	82	106	95	82	106	95	98.8	98.1	99
All Grades	367	389	348	365	386	347	364	386	347	99.5	99.2	99.7

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2415.	2414.	2417.	12	6.00	16.90	23	32.00	22.54	34	34.00	29.58	31	28.00	30.99
Grade 4	2455.	2474.	2461.	10	10.71	7.53	23	32.14	27.96	41	38.10	45.16	26	19.05	19.35
Grade 5	2471.	2487.	2491.	8	14.58	14.77	15	15.63	17.05	30	34.38	42.05	47	35.42	26.14
Grade 6	2558.	2514.	2535.	23	16.98	20.00	32	18.87	22.11	32	33.02	35.79	13	31.13	22.11
All Grades	N/A	N/A	N/A	13	12.18	14.70	23	24.35	22.48	34	34.72	38.62	30	28.76	24.21

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	18	17.00	29.58	44	51.00	30.99	38	32.00	39.44
Grade 4	18	25.00	20.43	40	46.43	43.01	43	28.57	36.56
Grade 5	13	26.04	20.45	26	29.17	39.77	61	44.79	39.77
Grade 6	34	20.75	31.58	45	40.57	35.79	21	38.68	32.63
All Grades	20	22.02	25.36	38	41.71	37.75	42	36.27	36.89

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	14	9.00	18.31	48	54.00	49.30	37	37.00	32.39
Grade 4	12	20.24	12.90	45	48.81	55.91	43	30.95	31.18
Grade 5	8	14.58	14.77	45	44.79	52.27	47	40.63	32.95
Grade 6	24	13.21	16.84	50	48.11	52.63	26	38.68	30.53
All Grades	14	13.99	15.56	47	48.96	52.74	39	37.05	31.70

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	20	16.00	23.94	55	60.00	47.89	25	24.00	28.17
Grade 4	13	20.24	13.98	58	55.95	53.76	29	23.81	32.26
Grade 5	8	12.50	10.23	47	44.79	55.68	45	42.71	34.09
Grade 6	24	16.98	18.95	57	43.40	48.42	18	39.62	32.63
All Grades	16	16.32	16.43	54	50.78	51.59	30	32.90	31.99

Conclusions based on this data:

1. This is our fourth year with the CAASPP test. In reviewing overall achievement, third, fifth and sixth grades made progress. Data show fourth grade lost ground. Teachers will analyze scores in all areas to determine next steps for student growth.
2. In reviewing the sub-category results of concepts and procedures, problem solving and modeling/data analysis, and communicating reasoning, third and sixth grades have made steady progress. Fifth grade will focus on concepts and procedures for their students to make gains in this area.
3. All tested grade levels will progress monitor through the use of IABs and other formative assessments to allow students to demonstrate their understanding of what is being taught in the classrooms in all areas of math. Based on progress monitoring scores, teachers will collaborate next steps to determine whether to reteach or to move forward with rigorous content instruction and practice. Of the two core areas tested, it appears that these results, indicate ELA/Literacy is an area of relative strength over math. However, we continue to make strides to closing the gap.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1446.0	1451.0	1434.1	25
Grade 1	1473.8	1458.8	1488.2	32
Grade 2	1515.2	1518.2	1511.8	35
Grade 3	1514.8	1509.0	1520.0	20
Grade 4	1520.7	1509.4	1531.4	28
Grade 5	1539.8	1535.4	1543.7	23
Grade 6	1543.5	1536.9	1549.8	17
All Grades				180

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	12	48.00	*	*	*	*			25
Grade 1	14	43.75	*	*	*	*	*	*	32
Grade 2	25	71.43	*	*	*	*	*	*	35
Grade 3	*	*	*	*	*	*	*	*	20
Grade 4	*	*	17	60.71	*	*			28
Grade 5	12	52.17	*	*			*	*	23
Grade 6	*	*	*	*			*	*	17
All Grades	84	46.67	67	37.22	17	9.44	12	6.67	180

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	15	60.00	*	*	*	*			25
Grade 1	15	46.88	*	*	*	*	*	*	32
Grade 2	25	71.43	*	*			*	*	35
Grade 3	*	*	*	*	*	*	*	*	20
Grade 4	*	*	16	57.14	*	*			28
Grade 5	17	73.91	*	*			*	*	23
Grade 6	12	70.59	*	*	*	*			17
All Grades	103	57.22	51	28.33	18	10.00	*	*	180

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	25
Grade 1	13	40.63	*	*	*	*	*	*	32
Grade 2	22	62.86	*	*	*	*	*	*	35
Grade 3	*	*	*	*	*	*	*	*	20
Grade 4	*	*	13	46.43	*	*	*	*	28
Grade 5	*	*	13	56.52	*	*	*	*	23
Grade 6	*	*	11	64.71	*	*	*	*	17
All Grades	63	35.00	69	38.33	28	15.56	20	11.11	180

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	20	80.00	*	*	*	*	25
Grade 1	21	65.63	*	*	*	*	32
Grade 2	29	82.86	*	*			35
Grade 3	*	*	*	*	*	*	20
Grade 4	11	39.29	17	60.71			28
Grade 5	15	65.22	*	*	*	*	23
Grade 6	*	*	*	*	*	*	17
All Grades	113	62.78	58	32.22	*	*	180

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	11	44.00	12	48.00	*	*	25
Grade 1	13	40.63	11	34.38	*	*	32
Grade 2	25	71.43	*	*	*	*	35
Grade 3	12	60.00	*	*	*	*	20
Grade 4	14	50.00	14	50.00			28
Grade 5	21	91.30	*	*	*	*	23
Grade 6	13	76.47	*	*			17
All Grades	109	60.56	54	30.00	17	9.44	180

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	17	68.00	*	*	25
Grade 1	17	53.13	*	*	*	*	32
Grade 2	23	65.71	*	*	*	*	35
Grade 3	*	*	12	60.00	*	*	20
Grade 4	*	*	18	64.29	*	*	28
Grade 5	*	*	16	69.57	*	*	23
Grade 6	*	*	*	*	*	*	17
All Grades	63	35.00	89	49.44	28	15.56	180

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	13	52.00	11	44.00	*	*	25
Grade 1	11	34.38	18	56.25	*	*	32
Grade 2	18	51.43	15	42.86	*	*	35
Grade 3	*	*	*	*	*	*	20
Grade 4	*	*	18	64.29			28
Grade 5	17	73.91	*	*	*	*	23
Grade 6	*	*	*	*	*	*	17
All Grades	82	45.56	87	48.33	11	6.11	180

Conclusions based on this data:

1. Most students demonstrate language competency at the somewhat/moderately developed and well developed levels.
2. Designated instruction at the appropriate levels will continue for our language learners for 30 minutes daily and integrated instruction will continue throughout the day in all content areas.

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
589	66.4%	30.2%	0.5%

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	178	30.2%
Foster Youth	3	0.5%
Homeless	7	1.2%
Socioeconomically Disadvantaged	391	66.4%
Students with Disabilities	40	6.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	24	4.1%
Asian	9	1.5%
Filipino	25	4.2%
Hispanic	360	61.1%
Two or More Races	15	2.5%
White	156	26.5%






Conclusions based on this data:

1. Based on this data, Rio Vista is a small school with over 60% socioeconomically disadvantaged students.
2. Rio Vista has over 60% Hispanic students. This is our highest student ethnic sub group.
3. According to this data, Rio Vista has 30% English Learners which is a decrease from previous years.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Green</p>	<p>Chronic Absenteeism</p>  <p>Green</p>	<p>Suspension Rate</p>  <p>Blue</p>
<p>Mathematics</p>  <p>Green</p>		
<p>English Learner Progress</p>  <p>No Performance Color</p>		

Conclusions based on this data:

1. Continued improvement is needed in language arts and math in three of four student groups.
2. All students will continue to have access to standards based instruction and evidence based intervention programs that the SBE has approved that meet standards.
3. Continue to monitor and increase daily attendance. Continue to hold monthly SART meeting with guardians to help them understand the importance of increasing attendance and to determine if there are areas that the school can assist with regarding attendance. We continue to need to reduce chronic unexcused absences and tardies for many students.

School and Student Performance Data

Academic Performance English Language Arts







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











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>All Students</p>  Green 2.6 points above standard Increased 14.3 points 334 students	<p>English Learners</p>  Yellow 8.3 points below standard Increased 22.6 points 144 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<p>Socioeconomically Disadvantaged</p>  Yellow 6 points below standard Increased 19.1 points 214 students	<p>Students with Disabilities</p>  No Performance Color 71.8 points below standard Increased 25.4 points 30 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 21.6 points below standard Maintained -2.5 points 14 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color 45.1 points above standard Declined -13.2 points 17 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 3 points below standard Increased 16.4 points 217 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color 0 Students	 Green 8.9 points above standard Increased 10.3 points 72 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

Current English Learner	Reclassified English Learners	English Only
39.9 points below standard Increased 30.6 points 84 students	36 points above standard Increased 22.1 points 60 students	8.2 points above standard Increased 9.6 points 180 students

Conclusions based on this data:

1. White, Hispanic, English Learners and Socioeconomically Disadvantaged students continue to require supports and strategies that will allow them to improve in the area of language arts.
2. Discussions with teachers and consultants will occur on a regular and ongoing basis to ensure that these strategies and supports are taught, practiced and implemented in the classroom.
3. Continue to provide Rtl for students in the area of ELA in the classroom and after-school if the opportunity presents to do so. Also re-instruct and practice strategies and supports in Summer School for ELA and ELD.

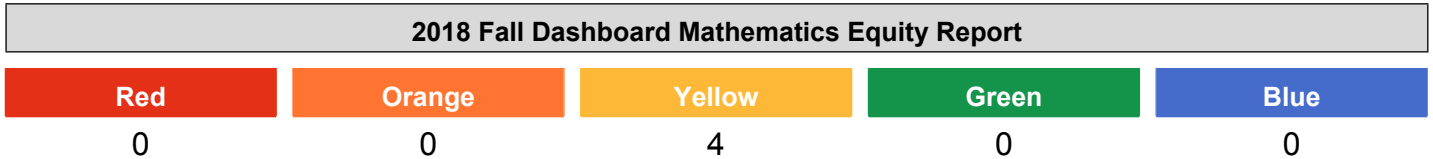
School and Student Performance Data

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>All Students</p>  <p>Green</p> <p>22.9 points below standard</p> <p>Increased 5.8 points</p> <p>334 students</p>	<p>English Learners</p>  <p>Yellow</p> <p>27.5 points below standard</p> <p>Increased</p> <p>15.4 points 144 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>32.3 points below standard</p> <p>Increased 8 points</p> <p>214 students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>112.1 points below standard</p> <p>Declined -25.4 points</p> <p>30 students</p>

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 42 points below standard Maintained 1.5 points 14 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color 18.8 points above standard Declined -18.8 points 17 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 28.8 points below standard Increased 9.1 points 217 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color 0 Students	 Yellow 20.9 points below standard Declined -9 points 72 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
55.2 points below standard Increased 13.9 points 84 students	11.3 points above standard Increased 24.9 points 60 students	21.4 points below standard Maintained -2 points 180 students

Conclusions based on this data:

1. White, Hispanic, English Learners and Socioeconomically Disadvantaged students continue to require supports and strategies that will allow them to improve in the area of math.
2. Discussions with teachers and consultants will occur on a regular and ongoing basis to ensure that these strategies and supports are taught, practiced and implemented in the classroom.
3. Continue to provide Rtl for students in the area of math in the classroom and after-school as opportunities become available. Continue to provide re-instruction and practice of math strategies and supports in Summer School.

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.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
180	46.7%	37.2%	9.4%	6.7%

Conclusions based on this data:

1. EL students continue to need supports to demonstrate growth in the areas of ELA and Math. Continue to use daily designated and integrated ELD time in all areas. Continue use of the kits and units in the Systematic English Language Development program and the strategies and supports that are part of the Constructing Meaning program.
2. Rio Vista's highest Language Proficiency group is level 4. Through daily designated ELD time, and constructing meaning through out the day, we will push to reclassify the students who are ready in this level.
3. We will continue to support all levels and progress monitor using ADEPT to move students to the next level.

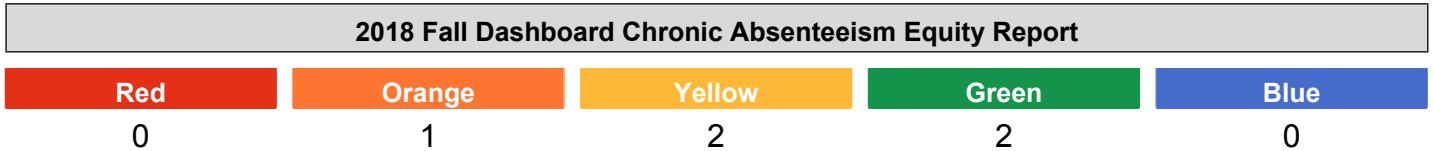
School and Student Performance Data

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>All Students</p>  <p>Green</p> <p>8.1% chronically absent</p> <p>Declined 0.7%</p> <p>618 students</p>	<p>English Learners</p>  <p>Orange</p> <p>5.3% chronically absent</p> <p>Increased 0.5%</p> <p>187 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>8.3% chronically absent</p> <p>Declined 1.5%</p> <p>408 students</p>	<p>Students with Disabilities</p>  <p>Yellow</p> <p>8.9% chronically absent</p> <p>Maintained 0.2%</p> <p>45 students</p>

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 11.1% chronically absent Increased 11.1% 27 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color 4% chronically absent Declined 3.1% 25 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 7.4% chronically absent Declined 1.5% 377 students	 No Performance Color 0% chronically absent Maintained 0% 15 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 Yellow 10.4% chronically absent Declined 1.1% 164 students

Conclusions based on this data:

1. Rio Vista has a high absentee rate. Meetings are held monthly with parents to discuss roadblocks to getting their students to school on time and to school every day. Contracts are signed. Some improvement is being made by some families.
2. Families continue to be encouraged to make appointments on non school days or in the afternoons of school days so that the minimum of classroom instruction is missed.
3. Students with excellent attendance are recognized at our final Spirit Assembly each year.

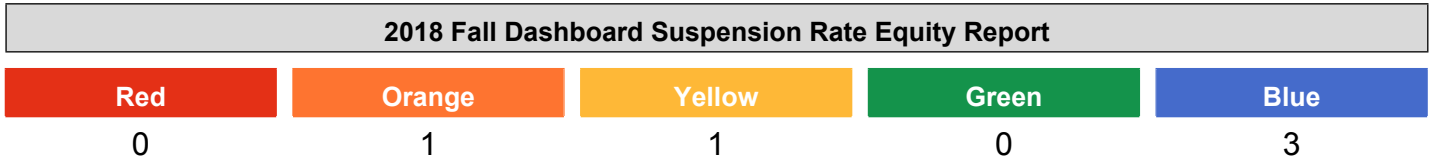
School and Student Performance Data

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>All Students</p>  Blue 0.2% suspended at least once Maintained 0% 632 students	<p>English Learners</p>  Blue 0% suspended at least once Declined -0.4% 190 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 7 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 10 students	<p>Socioeconomically Disadvantaged</p>  Blue 0% suspended at least once Maintained -0.2% 412 students	<p>Students with Disabilities</p>  Orange 2.2% suspended at least once Increased 0.5% 45 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0% suspended at least once Maintained 0% 29 students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color Less than 11 Students - Data 9 students	 No Performance Color 0% suspended at least once Maintained 0% 25 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least once Maintained -0.2% 386 students	 No Performance Color 0% suspended at least once Maintained 0% 15 students	 No Performance Color 0 Students	 Yellow 0.6% suspended at least once Increased 0.6% 167 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.1% suspended at least once	0.1% suspended at least once	0.2% suspended at least once

Conclusions based on this data:

1. Continue to provide a positive discipline program for students. Currently we are in the Tier I phase of implementation of PBIS. In 2018-2019 we will begin Tier II of our use of PBIS. We will continue to provide positive models for our students who may have continued needs for behavior supports.
2. Using our PBIS behavior program, students will be aware of expectations in all the different areas of the school, remind each other of the expectations and will be positive role models for each other.
3. We will integrate our Pawsitively-social & emotional curriculum with our PBIS behavior program to continue behavioral supports for all students.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Student Achievement

Goal Statement

1. Increase student achievement in English Language Arts for students K-6, using California Standards and district adopted materials based on common assessments, formative assessments, summative assessments (Illuminate data), district benchmarks, progress monitoring, IABs, CAASPP scores and data by 3 points overall
2. Increase student achievement in Math for students K-6, using California Standards and district adopted materials based on common assessments, formative assessments, summative assessments (Illuminate data), district benchmarks, progress monitoring, IABs, CAASPP scores and data by 3 points overall
3. Increase student achievement in Science for 5th grade students using California Standards and district adopted materials based on common assessments, formative assessments, summative assessments (Illuminate data), district benchmarks, progress monitoring, IABs, CAST scores and data by 5% overall
4. Increase percentage of 5th grade students meeting five or six criteria on the Physical Fitness Test 5%.
5. Increase English language proficiency by one ELPAC level for ELL students K-6. Reclassify 10% of our English Learners.
6. Increase access for all students K-6 in the Visual and Performing Arts through District TOSAs, Kennedy Arts trained teachers, Dancing to the NGSS trained teachers and Visual and Performing Arts assemblies and workshops presented by partners at the College of the Canyons Performing Arts Center.
7. Increase student regular and consistent use of technology K- 6 according to grade level standards through District TOSAs, technology trained teachers (Illuminate, Infinite Campus, McGraw-Hill online, Study Sync online), Keyboarding without Tears.
8. Increase Social Studies performance for all students K-6 based on the California Standards and district adopted materials and report card data/grades.
9. Continue daily differentiated instruction for students with IEPs to meet their IEP goals.
10. Continue the use of depth and complexity icons, content imperatives and designated GATE supports for students identified as GATE to meet their individual needs.

LCAP Goal

Increase student achievement

Basis for this Goal

Our school increased between 5-30 points in ELA and Math in all sub groups therefore our school will continue to advance overall student performance/achievement.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Smarter Balanced/CAASPP Assessment - ELA - 3rd - 6th grades	17-18 CAASPP = 2.6 points above standard - an increase of 14.3	18-19 CAASPP to reflect a minimum 3 point increase
Smarter Balanced/CAASPP Assessment Math 3rd -6th grades	17-18 CAASPP = 22.9 points below standard - an increase of 5.8	18-19 CASSPP to reflect a minimum 3 point increase
CAST Science - 5th grade	17-18 no CAST data reported	18-19 CAST to reflect scores at or above standard met

Metric/Indicator	Baseline	Expected Outcome
Physical Fitness Test - 5th grade	17-18 53% of students achieved 5 of 6 or 6 of 6 areas of the HFZ	18-19 60% more students will achieve 5 of 6 or 6 of 6 areas of the HFZ (actual 61.3%)
IAB data - 3rd - 6th grades	17 -18 students completed a minimum of two IABs	18-19 four IABs were completed by each student
Common Assessment Data - ELA - K-6	at or near grade level expectations	meeting or exceeding grade level expectations
Common Assessment Data - Math - K-6	at or near grade level expectations	meeting or exceeding grade level expectations
Benchmark Data - ELA - K-2	17-18 students completed three benchmark assessments indicating growth over the course of the year	18-19 students completed three benchmark assessments indicating growth over the course of the year
Benchmark Data - Math - K-2	17-18 students completed three benchmark assessments indicating growth over the course of the year	18-19 students completed three benchmark assessments indicating growth over the course of the year
ADEPT Data	baseline scores at the start of the year	increase scores by at least one level each year
ELPAC data	17-18 ELPAC data indicate students baseline levels of achievement on assessment as this is the first year of use there are no released prior scores	18-19 more students move up a level and/or meet reclassification requirements
School Site Council Parent Survey	17-18 - 176 parents completed the survey and indicated satisfaction with Rio Vista programs for students	18-19 increase parent survey completion of the survey and satisfaction with Rio Vista programs for students

Planned Strategies/Activities

Strategy/Activity 1

Increase Achievement in English Language Arts:

Collaborate with grade level colleagues to write and analyze Common Assessments using illuminate, create layered activities, and practice performance tasks for ELA using IAB's.

Purchase supplemental materials/programs to support instruction that are aligned with California Standards-ie... Time for Kids (information texts), Moby Max

Schedule Instructional Assistants (6) to provide classroom reading intervention support

All K-6 teachers will assess and analyze data at the beginning of the school year to set a baseline for instructional program

Continue to implement incentive program to encourage academic achievement in Reading - Recognition at Spirit Assemblies.

Identify students needing intervention and/or enrichment opportunities (grade level assessments, common assessments, informal assessments)

Identify students to receive intervention class support based on eligibility criteria (Rtl, Summer School)

Provide summer school opportunities for students achieving below grade level (hire and train staff and purchase materials)

All K-6 teachers will align their instruction to the ELA - California Standards.

Collaborate with grade level and cross school colleagues (release time and additional planning time) prior to and throughout the school year.

Participate in Learning Walks and Instructional Rounds.

Develop California Standards aligned lessons, design and develop strategies and supports for specific feedback and growth mindset in the classroom

Implement incentive program to encourage academic achievement. (Awards Assemblies, 6th grade Laurels Night)

Field trips/assemblies

Align staff development to support implementation of California Standards.

Students to be Served by this Strategy/Activity

All Students

Timeline

All students K-6

Person(s) Responsible

Teachers, Administrator

Proposed Expenditures for this Strategy/Activity

Amount	3700
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute time for grade level collaboration
Amount	3500
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	evidence based supplemental materials for ELA instruction
Amount	2000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Technology purchase - Moby Max
Amount	3000
Source	LCFF - Supplemental

Budget Reference	4000-4999: Books And Supplies
Description	Supplemental programs purchase -ie..Time for Kids, Starfall
Amount	53000
Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional Assistant salaries for school day student intervention
Amount	5000
Source	Title I Part A: Allocation
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Consultant contract for PD for admin and teachers
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Summer School - Staff and professional development (Admin intern, teachers and instructional assistants \$\$ held in District budget for summer school
Amount	3700
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute release time and extra duty extra pay for K-6 teachers to collaborate on common core lessons and alignment for Math and ELA
Amount	5100
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute release time for Student Success Team Meetings, learning walks/instructional rounds
Amount	3000
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Summer school materials

Strategy/Activity 2

Increase Math Achievement:

Collaborate with grade level colleagues to write and analyze Common Assessments using illuminate, create layered activities, and practice performance tasks for Math using IAB's.

Grade levels will analyze past CAASPP score, collaborate and plan how to improve in each sub group

All K-6 teachers will analyze data at the beginning of the year to establish their instructional program.

Contract consultants to work with teachers to plan and observe lessons, increase rigor and increase meaningful questioning and feedback for students aligned with California Standards in the area of Math

Purchase supplemental materials/technology to monitor and support student learning and achievement (ex..Moby Max)

Professional development for administrator and teachers to align growth mindset and PLCs/Impact teams with goals for increasing student achievement (especially in the area of Math)

Identify students needing intervention and/or enrichment opportunities (grade level assessments, common assessments, informal assessments) for Rtl, Summer School

Provide summer school opportunities for students achieving below grade level (hire and train staff and purchase materials)

All K-6 teachers will align their instruction to the Math - California Standards.

Collaborate with grade level and cross school colleagues (release time and additional planning time) prior to and throughout the school year.

Participate in Learning Walks and Instructional Rounds.

Develop California Standards aligned lessons, design and develop strategies and supports for specific feedback and growth mindset in the classroom

Implement incentive program to encourage academic achievement. (Awards Assemblies, 6th grade Laurels Night)

Field trips/assemblies

Align staff development to support implementation of California Standards.

Students to be Served by this Strategy/Activity

All Students

Timeline

2019-2020 School Year

Person(s) Responsible

Teachers and administer

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Collaboration for data analysis, Professional Development, learning walks/instructional rounds
Amount	3000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	Substitutes and hourly extra for planning lessons
Amount	3500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies
Amount	2500
Source	LCFF - Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Math Professional Development

Strategy/Activity 3

Increase engagement and achievement in Science:

All K-5 teachers will teach science according to NGSS standards in appropriate themes and blocks to ensure student success for the grade 5 CAST science test.

All grade 6 teachers will teach appropriate NGSS standards to ensure student success for the grade 8 CAST science test.

Provide time for grade level collaboration to develop lessons and analyze science assessments

Purchase supplemental materials and technology to monitor and support student learning and achievement (hardware and software) and materials for hands-on science experiments (Mystery Science).

Some Field Trips/Assemblies align with science standards (5th grade Science Museum trip, Kindergarten Underwood Farm trip, grade 6 - Camp Cimi).

Provide planning time to align and integrate curriculum with Next Generation Science Standards.

Align staff development to support implementation of Next Generation Science Standards. Allow for teachers to attend NGSS professional development

Teachers present to staff at Staff Meetings and CIP days

Collaborate with grade level and cross school colleagues (release time and additional planning time) prior to and throughout the school year.

Field trips/assemblies

Align staff development to support implementation of California Standards.

Students to be Served by this Strategy/Activity

All Students

Timeline

2019-2020 school year

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitutes and extra hourly for collaboration and planning
Amount	3602
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies
Amount	2000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Purchase Mystery Science and STEM scopes
Amount	2000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitutes and extra hourly
Amount	3000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitutes to cover for NGSS PD opportunities
Amount	2500
Source	Title I Part A: Allocation
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Consultant for NGSS PD opportunities
Amount	3500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies

Strategy/Activity 4

Physical Education:

All K-6 teachers will provide 200 minutes of PE every 10 school days for all students.

PE representative/TOSA and teachers will inventory PE equipment at the beginning of each year.

Provide planning time to create benchmarks with PE TOSA as needed

Purchase materials as needed to replace damaged materials

Provide time for teachers to create PE activity units with PE TOSA as needed

Grade 5 teachers will work to prepare students for and conduct mandatory grade 5 Physical Fitness test for all grade 5 students.

Grade 5 teachers and administrator will review test data and evaluate the program each fall to revamp as needed the PE program to align with students' needs for success.

District and administrator will provide opportunities for professional development as needed for teachers K-6.

Collaborate with PTA to begin implementation of Rio Vista on the Run to prepare for PFT.

Provide planning time to create lessons as needed.

Implement incentive program to promote physical fitness.

Students to be Served by this Strategy/Activity

All Students

Timeline

2019-2020

Person(s) Responsible

Teachers, administrator

Proposed Expenditures for this Strategy/Activity

Amount	2700
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitutes and hourly extra duty for collaboration, planning and testing
Amount	1500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies
Amount	500
Source	LCFF - Supplemental

Budget Reference	4000-4999: Books And Supplies
Description	Incentives
Amount	600
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitutes to cover for unit planning PFT prep and review

Strategy/Activity 5

Increase English Learners Language Proficiency:

Implement Systematic English Language Development (SELD) program for at least 30 minutes per day (designated time)

Collaborate with grade level and cross grade level colleagues to plan SELD lessons and analyze assessments. Prior to and throughout the school year.

Schedule instructional assistants and intervention specialist to support English Language Development and Newcomers

Schedule substitute/release time for teachers to administer ELPAC testing

Provide ELD students the opportunity to attend ELD summer school.

Participate in Instructional Rounds to support the implementation of ELD.

Release time to plan Systematic ELD lessons, and bridging academic vocabulary (SBUS) to core curriculum.

Work with consultant(s) ELD Coaches(s) and TOSA and align staff development to support implementation of Systematic ELD and Constructing Meaning. (Discussion cards and posters)

Purchase materials to support English Language Development (SYSELD kits, units and discussion cards/posters).

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

2019-2020 School Year

Person(s) Responsible

Administrator, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitutes and hourly extra for planning and collaboration

Amount	3000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Subs for testing ELPAC and ADEPT

Strategy/Activity 6

Visual and Performing Arts:

Collaborate with the Performing Arts Center (PAC) liaison and PTA representatives to establish specific grade level music and dance activities for students.

Teachers will create layered activities and incorporate the VAPA standards wherever possible, as part of their instruction.

Administrator will purchase materials that support the implementation of VAPA standards.

Administrator and PTA liaison will schedule assemblies that support the VAPA standards integration.

Work with the Music Center to provide artist in resident program for volunteer teachers

Materials for Music Center program

Teachers have the opportunity to apply for the Kennedy Arts Center program for arts integration within their instruction.

Teachers will continue to be trained in music through NGSS and incorporate these strategies into the classroom

Students will have opportunities to participate in the PTA Reflections contest and the District -sponsored Festival of the Arts program.

Field Trips/Assemblies

Provide a choral program for 4-6 graders

Students to be Served by this Strategy/Activity

All Students

Timeline

2019-2020 school year

Person(s) Responsible

Administrator, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	600
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	subs for planning lessons
Amount	3000

Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	subs for Dancing to the NGSS, Kennedy Arts, Music Center opportunities
Amount	1000
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	materials, recorders, instruments
Amount	8000
Source	Title I Part A: Allocation
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	PAC contract for VAPA workshops lessons from artists in residence

Strategy/Activity 7

Technology:

Teachers will instruct and allow students to practice typing skills appropriate to their respective grade level in the computer labs, the classroom, and at home.

Teachers will provide opportunities for students to participate in the AR program within the library and in the classroom.

Library Media Specialist for Family Library Hour - Wednesday afternoons each week for AR tests with students and parents

Library Media Specialist and administrator will monitor student progress with acquisition of typing skills and AR progress.

Keyboarding without Tears and AR will be used by all students as appropriate.

Administrator and leadership team will establish both the computer and library schedules for access for all K-6 students at the beginning of the year.

Professional Development will be offered as the need arises

Students to be Served by this Strategy/Activity

All Students

Timeline

2019-2020

Person(s) Responsible

Administrator, Teachers, Library Specialist

Proposed Expenditures for this Strategy/Activity

Amount	869
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Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies
Amount	3000
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	subs for professional development
Amount	665
Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Library Media Specialist extra time for assessments and reports
Amount	335
Source	Title I Part A: Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Library Media Specialist time for assisting parents with research and reports

Strategy/Activity 8

Social Studies:

Teachers will provide instruction to students according to the appropriate CA Social Studies standards.

Administrator will provide funds for materials that support the Social Studies standards.(Social Studies Weekly)

Field trips/Assemblies

Students to be Served by this Strategy/Activity

All Students

Timeline

2019-2020 School Year

Person(s) Responsible

Teachers, Administrator

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies

Description

Supplemental materials - Social Studies Weekly etc..

Strategy/Activity 9

SSTs:

SSTs will be held to determine individual student needs up to and including 504 plans and recommendation for assessment for SpEd support (Speech, RSP, OT, APE)

Special Education:

SpEd teachers and administrator will meet at the beginning of each year and ongoing to schedule IEPs and discuss meeting the needs of our students with IEPs.

Sp Ed teachers will review student IEP goals with assigned classroom teachers.

SpEd and classroom teachers will collaborate on schedules to work with students with IEPs.

Administrator will purchase materials that support the needs of students with IEPs.

Students to be Served by this Strategy/Activity

K-6 students as needed

Timeline

2019-2020 School Year

Person(s) Responsible

Teachers, Administrator

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	subs for SSTs
Amount	300
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	subs for IEP collaboration day
Amount	1000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	materials for SSTs and IEPs for student needs

Strategy/Activity 10

GATE

All grade 3-6 teachers will use the GATE Depth and Complexity and Content Imperative icons to differentiate instruction.

All students in grade 3 will be evaluated for GATE qualification in the spring of 2019

Administrator will purchase materials as necessary to support students identified as GATE.

Students to be Served by this Strategy/Activity

Students grades 3-6

Timeline

2019-2020 School year

Person(s) Responsible

Administrator, teachers

Proposed Expenditures for this Strategy/Activity

Amount	300
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	sub for testing and parent meeting
Amount	700
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	GATE support materials (Icons, Content Imperatives, etc...)

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Increase Student and Parent Engagement

Goal Statement

Increase student attendance
 Decrease student truancy rate
 Increase meaningful communication with parents and all stakeholders
 Continue to seek parent input in decision making
 Promote greater participation from parents of students in EL, Special Education and other under-represented groups

LCAP Goal

Increase meaningful and purposeful student and parent engagement.
 Parent Involvement/Engagement
 Pupil Engagement
 Student Attendance

Basis for this Goal

Student attendance data
 School Site Council Survey data
 Attendance records from parent meetings (Title I, ELAC, Site Council, GATE, PTA, VIP Day, Conferences)
 Volunteer sign-in sheets
 Electronic accounting of emails, website, etc...
 PBIS / SWIS data regarding student interaction and discipline
 Attendance from sign in sheets from Parent Academy Nights (Safety and Technology in 2018-2019)

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Site Council Survey data	Currently we have 176 Site Council Survey submissions	Increase Site Council Survey return rate by 5%
Increase Student attendance data	Currently 8.1% of students are chronically absent	Reduce the percentage of chronically absent students by 2%
Increase Parent meeting attendance	Look at current attendance and establish as a baseline	Increase parent attendance and participation by 5%

Planned Strategies/Activities

Strategy/Activity 1

Student Engagement:
 Students will complete a survey about their connectedness and sense of safety at school.
 Teachers will cooperate across the grade levels to create Buddy Activities for their respective students.

Students in grades 3-6 will follow the democratic election process through participation in Student Leadership classroom representative elections.

Students and staff will participate in spirit assemblies to foster a sense of community and connectedness.

Students and staff will participate in National Kindness Week to promote kindness for others. (January)

Students and staff will participate in International Day of Happiness to promote a positive school environment and celebrate all that is good in our lives. (March 20th)

Students and staff will participate in Red Nose Day to eliminate child poverty by conducting a Canned Food Drive for our local Food Pantry (May)

Students who are caught in the act of demonstrating the Traits of Character will have their names added to a bulletin board outside the principal's office for recognition.

Continue to work with the community Read with Me program to have volunteers work with our needy readers

Continue to work with our neighborhood churches to support our school needs as far as supplies and family fun activities

Continue to elicit donations from community businesses to support our programs at school (Stunts Unlimited, Walt Disney Animation provide incentives)

Continue to work with local teacher prep programs (COC, CSUN and ULV and others) to support our students in need of increased intervention support (Rtl)

Encourage participation in Rio Vista on the Run (proposed running club at lunch) to promote wellness. Would like to start in 2019 if we can find a few parent volunteers to help monitor student participation at lunches. (11:45-1:15 one day a week)

Students to be Served by this Strategy/Activity

All students, families and staff as appropriate

Timeline

2019-2020 School Year

Person(s) Responsible

Administrator, Teachers, students

Parents and community as appropriate for each strategyactivity

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Awards and Incentives

Strategy/Activity 2

Parent Engagement:

Parents will receive newsletters and important information weekly. (Electronic and paper copies as needed)

Rio Vista Site Council will survey families for input and satisfaction with the school and school programs.

Provide incentives for survey return (free dress day, extra recess, etc...)

Administrator will provide interpretation and/or translation at meetings as needed for parents. (Title I, ELAC, conferences, SART, Site Council, GATE, family academies, parent workshops/classes)

Administrator and leadership team with the input of PTA will create a calendar of events including PTA events for parents and staff.

Administrator and teachers will schedule outreach events for all stakeholders (VIP/Grandparent Day, Volunteer Tea, Career Day, Eco Day, etc...)

Teachers will utilize websites Remind, Class Dojo, newsletters, email, family academy nights and conferences to keep parents informed as to student achievement, progress and behavior.

Provide translation for home-school communication.

Schedule and conduct parent meetings (Title I, ELAC, GATE, School Site Council, PTA, etc..)

Solicit input regarding the School Plan for Student Achievement (SPSA) and school programs at parent meetings (Title I, ELAC, GATE, School Site Council, PTA, etc..) through revising current SPSA and discussions of data.

Provide childcare for meetings (as necessary)

Provide supervision for students while parents are attending family academy nights

Provide parent education classes (Family Literacy, parent academy nights, parent workshops/classes, etc...)

Utilize school office computers available to help parents complete online registration, get information and complete forms

Provide instructional resources for parent/families (open library times and family library hour).

Students to be Served by this Strategy/Activity

All students

Timeline

2019-2020 school year

Person(s) Responsible

Administrator, Teachers, parents

District translators, campus supervisors, Library Media Specialist as appropriate to Strategy/Activity

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Title I Part A: Allocation
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	program for parent education

Amount	2000
Source	Title I Part A: Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Library Media Specialist - assist parents with books and technology on early release Wednesdays in the library
Amount	500
Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Campus supervisors for child care, supervision
Amount	1500
Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Office assistant extra hours to provide technical assistance for parents with registration and surveys as needed

Strategy/Activity 3

Student Attendance:

Daily attendance will be recorded in the Student Information System (SIS) program.

Decrease chronic absenteeism from 8.1% to 6.1%.

Administrator will work with the school office manager to prepare letters, send letters and schedule appointments for parent meeting for students with excessive tardies and/or unexcused absences.

Administrator will hold monthly SART and DART meetings with parents as needed (oral interpretation provided as needed).

Administrator will attend SARB meetings with parents of truant students as needed.

Administrator and staff representative will investigate an attendance incentive program.

Administrator will purchase materials to increase student attendance as needed.

Excellent attendance recognition at promotion ceremony for grade 6 students. (K-5 students are recognized at a mega-awards assembly at the end of the year)

Provide Tuesday notice reminders about attendance.

Provide parent education on the importance of attendance at parent meetings (Title I, ELAC, Site Council, PTA, GATE, etc..)

Students to be Served by this Strategy/Activity

All K-6 students with attendance concerns

Timeline

2019-2020 school year

Person(s) Responsible

Administrator, Office staff, parents

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Awards and incentives
Amount	500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Certificates at the end of the year
Amount	500
Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Office Assistant extra hours to provide oral interpretation for parent participation at attendance meetings

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

School Climate

Goal Statement

Increase students' sense of safety.
 Implement programs to encourage sense of safety for students, parents and staff.
 Maintain a suspension rate below 1%
 Provide counseling for students in need M-F. Currently we have a counselor 5 days a week (2 days = District LCAP funded and 3 days = Title I funded)

LCAP Goal

Maintain a safe and clean school learning environment.

Basis for this Goal

Data from student surveys
 Data from teacher/staff surveys
 PBIS / SWIS data regarding student interaction and discipline
 School Site Council Survey data
 Discussions with parents and input solicited at parent meetings (Title I, ELAC, Site Council, GATE, PTA, etc..)
 Suspension data
 PBIS staff and student data, SWIS data
 School counselor data

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
District Student Safety Survey	District/Site Survey 95% of students feel safe at school	Increase students reporting feeling safe at school to 98% on the District/Site Survey
Site Council Survey Data	176 responses were received for the Site Council Survey in 2018	Increase the Site Council Survey return rate by 5%
PBIS/SWIS data	Use the current number of students/incidents with SWIS data as the baseline	Reduce the number of students/incidents by 2% using SWIS data
Teacher, staff and student safety drills	Safety drills - fire, disaster and lockdown held monthly	Reduce the time needed to respond to monthly drills through practice and refinement of procedures.
Suspension data	Suspension data from the Dashboard indicates 0.2% students suspended at least once indicating a 0% suspension rate.	Maintain a 0% suspension rate.
School counselor reports for numbers of students served and number of sessions attended	Counselor data regarding students served and sessions attended	Use Counselor data to inform small group needs ie..social skills, emotional needs, family concerns, etc....

Planned Strategies/Activities

Strategy/Activity 1

Conduct Site Council survey of parents in spring regarding parent satisfaction of school programs and safety.

Conduct student survey in fall and spring (PBIS and District) regarding safety at school.

Teachers will instruct students in conflict resolution strategies using the Character Counts Caring School program materials and class meetings.

Conduct District staff survey in spring (Safety).

Teachers K-6 will complete one Social Emotional Learning lesson each week using the PAWSitively SEL curriculum (standards based)

Continue to use our school-wide character/ self-esteem program (We Are statements and School Pledge) at Spirit Assemblies.

Provide Spirit Assemblies monthly that promote character building, PBIS and anti-bullying messages.

Provide counseling services to support school engagement, student safety and student achievement.

Monthly safety drills practiced: fire, disaster, lockdown to reinforce student understanding of what to do and how to be safe at school.

The student-led Peace Patrol will train and provide peer counselors to assist the campus supervisors as mediators for conflict resolution, using Peace Patrol materials.

Fifth and 6th grade students will have the opportunity to act as Playground Activity Leaders (PALs) for the 1st-4th grade students at recess with basketball and handball. They will instruct and help to enforce the school rules for these games. They will assist the campus supervisors on the K yard with general school expectations for behavior on the playground.

PBIS complete roll-out of Tier I with the addition of classroom implementation began in 2018-2019 school year. Tier II will also begin implementation in 2018-19. Tier III implementation is expected in 2019-20.

PBIS tickets given by Campus Supervisors at lunch for students/classes behaving appropriately in lines, at tables and on the playground.

Students earning a ticket for purposeful acts of kindness and for following PBIS expectations will have the opportunity to have their name drawn in a weekly opportunity (Wednesday Winners) for a prize from the principal (donations from Disney and others).

All staff and students will demonstrate an understanding of the PBIS expectations at our site. All staff will support the expectations in their classrooms and around the campus.

Students who are caught in the act of demonstrating the Traits of Character will have their names added to a bulletin board outside the principal's office for recognition.

Students to be Served by this Strategy/Activity

All students K-6 as applicable

Timeline

2019-2020 School year

Person(s) Responsible

Administrator and Teachers
 School Counselor
 Campus Supervisors

Proposed Expenditures for this Strategy/Activity

Amount	58000
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	School based Counseling - 3 days from Title I funds and two days from District LCAP funding
Amount	500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Books and Materials
Amount	1000
Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	additional ongoing training for Campus Supervisors and Instructional Assistants to better enable them to work with students using PBIS
Amount	200
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Awards and Incentives
Amount	500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Banners for PBIS schoolwide expectations for lunch area, playground and common areas (MPR, Library, etc..)
Amount	200
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Caring School Community/ Character Counts, SEL awards
Amount	200

Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Running incentives, certificates
Amount	7000
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Pawsitively SEL student workbooks and teacher digital lessons

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 1

Increase Student Achievement:

Increase student achievement in English Language Arts and Math for all students K-6, using California Standards and materials as reported by CAASPP.

Increase percentage of 5th grade students scoring at Met or Exceeded Standards on Science CAST by 5% using California Standards and materials.

Increase percentage of 5th grade students meeting five or six criteria on the Physical Fitness Test from 53% to 60%.

Increase English language proficiency by one ELPAC level for ELL students K-6. Reclassify 18% of our English Learners.

Provide instruction for all students K-6 in the Visual and Performing Arts standards.

Increase student access and use of technology K- 6 according to their grade level standards.

Provide instruction in Social Studies based on the California State Standards for all students K-6.

Provide differentiated instruction for students with IEPs or designated GATE students to meet their individual needs.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP ELA	Overall ELA scores increase on CAASPP assessment	Overall ELA scores increased by 14.3 points to 2.6 points above standard
CAASPP Math	Overall Math scores increase on CAASPP assessment	Overall Math scores increased by 5.8 points to 22.9 points below standard
CAST Science assessment - 5th grade	Overall CAST scores to reflect students achieving at or exceeding standard for a baseline score	Scores not reported this year by CDE
ELPAC assessment for ELs	EL students will achieve at one level above their last according to the ELPAC assessment	EL progress reflected by ELPAC results - 46.7% Level 4 well developed, 37.2% Level 3 moderately developed, 9.4% Level 2 somewhat developed and Level 1 beginning stage
PFT 5th grade assessment	Students will achieve 5 of 6 or 6 of 6 areas in the Healthy Fitness Zone - from 53% to 60%	61.3% of students achieved 5 of 6 or 6 of 6 areas in the HFZ
Keyboarding with Tears use	All students will use Keyboarding without Tears according to their grade level standards	Most students are using Keyboarding without Tears to demonstrate a use of keyboarding skills
VAPA	Continue student exposure and participation in VAPA activities and workshops	Students at each grade level participated in a VAPA workshop/activity by grade level (ie. drumming, dancing, singing)
SpEd identified to receive services	Students will close the gap or meet their established IEP goals	Students continue to work toward meeting and achieving their established goals
GATE - NNAT assessment for all 3rd graders and any 4th-6th student who meet the requirements for assessment	Participation in completing the NNAT assessment will help to identify GATE students	Four students did meet eligibility for the GATE program as a result of their NNAT scores along with District eligibility requirements

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>English Language Arts (ELA) and Math:</p> <p>Collaborate with grade level colleagues to write and analyze Common Assessments, layered activities, and performance tasks for ELA and Math</p> <p>Contract consultants to work with teachers to plan and observe lessons, increase rigor and increase meaningful questioning and feedback for students aligned with CCCS in the area of Math</p> <p>Purchase supplemental technology to monitor and support student learning and achievement</p> <p>Purchase supplemental materials to support instruction (Time for Kids - informational texts) Moby Max</p> <p>Professional development for administrator and teachers to align growth mindset and PLCs/Impact teams with goals for increasing student achievement (especially in the area of Math)</p> <p>Purchase supplemental intervention materials/programs that are aligned to CCCS</p> <p>Identify students needing intervention and/or enrichment opportunities (grade level assessments, common assessments, informal assessments)</p>	<p>see planned actions/services</p>	<p>Substitute time for grade level collaboration (1 full day for 22 teachers) 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 4000</p> <p>Consultants contract for 14 full days with teachers 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation 15000</p> <p>Technology purchase - adapters and Moby Max 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 1290</p> <p>Supplemental programs purchase -ie..Time for Kids, Starfall, Mystery Science, Social Studies Weekly 4000-4999: Books And Supplies LCFF - Supplemental 7148</p> <p>Instructional Assistant salaries for school day student intervention 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 60000</p> <p>Consultant contract for 6 PDs for admin and teachers 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation 6000</p> <p>Summer School - Staff, materials and professional development (Admin intern, teachers and instructional assistants-\$</p>	<p>subs for grade level collaboration with consultant Title I Part A: Allocation 3300</p> <p>Consultants contract for 7 days with teachers 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 7500</p> <p>Moby Max purchase and adapters 4000-4999: Books And Supplies LCFF - Supplemental 1200</p> <p>supplemental program purchases - Time for Kids, Starfall, Mystery Science, Social Studies Weekly 4000-4999: Books And Supplies LCFF - Supplemental 7000</p> <p>Instructional Assistant salaries for student intervention 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 46610</p> <p>Consultant for PD for staff - 4 delivered 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation 4000</p> <p>Summer School - funds held by District in separate account</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Identify students to receive intervention class support based on eligibility criteria (Rtl, Summer School)</p> <p>Schedule Instructional Assistants (6) to provide classroom intervention support Rtl</p> <p>Provide summer school opportunities for students achieving below grade level: *hire staff *train staff *purchase materials</p> <p>All K-6 teachers will analyze data at the beginning of the year assessments to establish their instructional program.</p> <p>All K-6 teachers will align their instruction to the ELA and Math CCCS.</p> <p>The administrator and leadership team will establish both the computer and library schedules for access for all K-6 students at the beginning of the year.</p> <p>Develop California Standards aligned lessons, design and develop strategies and supports for specific feedback and growth mindset in the classroom</p> <p>Continue to implement incentive program to encourage academic achievement in Reading - Recognition at Awards Assemblies.</p>		in separate summer school budget	
		Substitute release time and extra duty extra pay for K-6 teachers to collaborate on common core lessons and alignment for Math and ELA 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 5000	sub time for release time for Math planning by grade level 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 3000
		Substitute release time for Student Success Team Meetings 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 4000	Sub release time for SST meetings 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 3000
		Subs for learning walks and instructional rounds 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 4000	subs for learning walks/instructional rounds 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2100

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Collaborate with grade level and cross school colleagues (release time and additional planning time) prior to and throughout the school year.</p> <p>Participate in Learning Walks and Instructional Rounds.</p> <p>Implement incentive program to encourage academic achievement. (Awards Assemblies, 6th grade Laurels Night)</p> <p>Align staff development to support implementation of CCCS.</p> <p>Provide Arts Enrichment to support implementation of CCCS. Provide a choral program for 4-6 graders</p> <p>Field trips/assemblies</p>			
<p>English Language Development (ELD):</p> <p>Implement Systematic English Language Development (SELD) program for at least 30 minutes per day (designated time)</p> <p>Collaborate with grade level and cross grade level colleagues to plan SELD lessons and analyze assessments. Prior to and throughout the school year.</p> <p>Schedule instructional assistants and intervention specialist to</p>	<p>see planned actions/services</p>	<p>Teachers will use Systematic ELD Kits and Units, Discussion Cards 0</p> <p>Substitutes and hourly extra for planning lessons 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 4000</p> <p>Materials and supplies 4000-4999: Books And Supplies LCFF - Supplemental 1000</p> <p>Substitutes and hourly extra for testing ADEPT and ELPAC 1000-1999: Certificated Personnel</p>	<p>Systematic ELD Kits and Units, Discussion cards used by teachers 0</p> <p>Substitutes for planning 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1000</p> <p>Materials and supplies 4000-4999: Books And Supplies LCFF - Supplemental 0</p> <p>Substitutes for ADEPT and ELPAC testing coverage 1000-1999: Certificated Personnel</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>support English Language Development and Newcomers</p> <p>Schedule substitute/release time for teachers to administer ADEPT testing</p> <p>Schedule substitute/release time for teachers to administer ELPAC testing</p> <p>Provide ELD students the opportunity to attend ELD summer school.</p> <p>Participate in Learning Walks and Instructional Rounds to support the implementation of ELD.</p> <p>Release time to plan Systematic ELD lessons, and bridging academic vocabulary (SBUS) to core curriculum.</p> <p>Work with consultant(s) ELD Coaches(s) and TOSA and align staff development to support implementation of Systematic ELD and Constructing Meaning. (Discussion cards and posters)</p> <p>Purchase materials to support English Language Development.</p>		Salaries LCFF - Supplemental 10000	Salaries LCFF - Supplemental 6600
<p>Science:</p> <p>All K-5 teachers will teach science according to NGSS standards in appropriate themes and blocks to ensure student success for the grade 5 CAST science test.</p>	<p>see planned actions/services</p>	<p>Substitutes and extra hourly 1000-1999: Certificated Personnel Salaries Site Formula Funds 4000</p>	<p>Substitutes for NGSS meeting/planning 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1500</p>
		<p>Materials and supplies 4000-4999: Books And</p>	<p>STEM scopes for 6th grade 4000-4999: Books</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>All grade 6 teachers will teach appropriate NGSS standards to ensure student success for the grade 8 CAST science test.</p> <p>Provide time for grade level collaboration to develop lessons and analyze science assessments</p> <p>Purchase supplemental materials and technology to monitor and support student learning and achievement (hardware and software) and materials for hands-on science experiments.</p> <p>Some Field Trips/Assemblies align with science standards (5th grade Science Museum trip, Kindergarten Underwood Farm trip, grade 6 - Camp Cimi).</p> <p>Provide planning time to align and integrate curriculum with Next Generation Science Standards.</p> <p>Align staff development to support implementation of Next Generation Science Standards. Allow for teachers to attend NGSS professional development</p> <p>Teachers present to staff at Staff Meetings and CIP days.</p>		<p>Supplies Site Formula Funds 5000</p> <p>Purchase Mystery Science 4000-4999: Books And Supplies Title I Part A: Allocation 1000</p> <p>Substitutes and extra hourly 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 4000</p> <p>Substitutes to cover for NGSS PD opportunities 1000-1999: Certificated Personnel Salaries Site Formula Funds 4000</p> <p>Materials and supplies for NGSS experiments 4000-4999: Books And Supplies Site Formula Funds 3500</p>	<p>And Supplies Title I Part A: Allocation 1000</p> <p>Mystery Science purchase 4000-4999: Books And Supplies Title I Part A: Allocation 1000</p> <p>Subs and extra hourly 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 0</p> <p>Subs for NGSS PD attendance 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1000</p> <p>Materials and supplies for NGSS experiments 4000-4999: Books And Supplies LCFF - Supplemental 1250</p>
<p>Physical Education: All K-6 teachers will provide 200 minutes of</p>	<p>see planned actions/services</p>	<p>Substitutes and hourly extra duty 1000-1999: Certificated Personnel</p>	<p>Substitutes to plan lessons 1000-1999: Certificated Personnel</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PE every 10 school days for all students.		Salaries Site Formula Funds 1000	Salaries LCFF - Supplemental 0
PEP representative or TOSA and teachers will inventory PE equipment at the beginning of each year.		Materials and supplies 4000-4999: Books And Supplies Site Formula Funds 500	Materials and supplies - speaker 4000-4999: Books And Supplies Title I Part A: Allocation 100
Provide planning time to create benchmarks with PE TOSA as needed		Incentives 4000-4999: Books And Supplies Site Formula Funds 1000	Incentives 4000-4999: Books And Supplies LCFF - Supplemental 0
Purchase materials as needed to replace damaged materials		Substitutes to cover for unit planning PFT prep and review 1000-1999: Certificated Personnel Salaries Site Formula Funds 2000	Substitutes to cover PFT prep and review 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 600
Provide time for teachers to create PE activity units with PE TOSA as needed			
Grade 5 teachers will work to prepare students for and conduct mandatory grade 5 Physical Fitness test for all grade 5 students.			
Grade 5 teachers and administrator will review test data and evaluate the program each fall to revamp as needed the PE program to align with students' needs for success.			
District and administrator will provide opportunities for professional development as needed for teachers K-6.			
Collaborate with PTA to begin implementation of Rio Vista on the Run to prepare for PFT.			
Provide planning time to create lessons as needed.			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Implement incentive program to promote physical fitness.</p> <p>Provide Arts Enrichment to support physical fitness. (Dance this year for 4th - 6th grade students)</p>			
<p>Visual and Performing Arts:</p> <p>Collaborate with the Performing Arts Center (PAC) liaison and PTA representatives to establish specific grade level music and dance activities for students.</p> <p>Teachers will create layered activities and incorporate the VAPA standards wherever possible, as part of their instruction.</p> <p>Administrator will purchase materials that support the VAPA standards.</p> <p>Administrator and PTA liaison will schedule assemblies that support the VAPA standards integration.</p> <p>Work with the Music Center to provide artist in resident program for volunteer teachers</p> <p>Materials for Music Center program</p> <p>Teachers have the opportunity to apply for the Kennedy Arts Center program for arts</p>	<p>see planned actions/services</p>	<p>Substitutes and hourly extra 1000-1999: Certificated Personnel Salaries Site Formula Funds 1000</p> <p>PAC contract for VAPA experiences 5000-5999: Services And Other Operating Expenditures Title I Part A: Basic Grants Low-Income and Neglected 7500</p> <p>Materials for Music Center PD 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 1000</p> <p>PTA portion of contract for VAPA experiences 6500</p> <p>Incentives and awards for program participation 4000-4999: Books And Supplies Site Formula Funds 500</p>	<p>Substitutes for Music Center workshops 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 1500</p> <p>PAC contract for VAPA workshops and assemblies 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation 7500</p> <p>Materials for Music Center - PD 4000-4999: Books And Supplies Title I Part A: Allocation 0</p> <p>PTA portion of contract for VAPA workshops and assemblies 0</p> <p>Incentives/awards for program participation 4000-4999: Books And Supplies Title I Part A: Allocation 300</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>integration within their instruction.</p> <p>Students will have opportunities to participate in the PTA Reflections contest and the District -sponsored Festival of the Arts program.</p> <p>Field Trips/Assemblies</p>			
<p>Technology:</p> <p>Teachers will instruct and allow students to practice typing skills appropriate to their respective grade level in the computer labs, the classroom, and at home.</p> <p>Teachers will provide opportunities for students to participate in the AR program within the library and in the classroom.</p> <p>Library Media Specialist for Family Library Hour - Wednesday afternoons each week for AR tests with students and parents</p> <p>The Library Media Specialist will inform the administrator of student progress with acquisition of typing skills and AR progress.</p> <p>Typing Club and AR will be used by all students as appropriate.</p>	<p>see planned actions/services</p>	<p>Library Media Specialist for Family Library Hour 2000-2999: Classified Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 3000</p>	<p>Library Media Specialists for Library Family Hour 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 2000</p>
<p>Social Studies:</p> <p>Teachers will provide instruction to students according to the appropriate CA Social Studies standards.</p>	<p>see planned actions/services</p>	<p>Materials and supplies 4000-4999: Books And Supplies Site Formula Funds 1000</p>	<p>Purchased Social Studies Weekly for K-6th students 4000-4999: Books And Supplies LCFF - Supplemental 1000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Administrator will provide funds for materials that support the Social Studies standards.(Social Studies Weekly)</p> <p>Field trips/Assemblies</p>			
<p>Differentiated Instruction for students with IEPs and/or GATE identification:</p> <p>GATE:</p> <p>All grade 3-6 teachers will use the GATE Depth and Complexity and Content Imperative icons to differentiate instruction.</p> <p>All students in grade 3 will be evaluated for GATE qualification in the spring of 2019</p> <p>Administrator will purchase materials as necessary to support students identified as GATE.</p> <p>SSTs: SSTswill be held to determine individual student needs up to and including 504 plans and recommendation for assessment for SpEd support (Speech, RSP, OT, APE)</p> <p>Special Education:</p> <p>SpEd teachers and administrator will meet at the beginning of each year and ongoing to schedule IEPs and discuss meeting the</p>	<p>see planned actions services</p>	<p>Substitutes and hourly extra GATE testing and SSTs 1000-1999: Certificated Personnel Salaries 1173</p> <p>Materials and supplies 4000-4999: Books And Supplies Site Formula Funds 500</p> <p>Substitutes for SpEd BOY meeting day 1000-1999: Certificated Personnel Salaries Site Formula Funds 400</p>	<p>Substitute for GATE testing 1000-1999: Certificated Personnel Salaries 150</p> <p>Materials and supplies 4000-4999: Books And Supplies 0</p> <p>Substitutes for SpEd BOY meeting day 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 300</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>needs of our students with IEPs.</p> <p>Sp Ed teachers will review student IEP goals with assigned classroom teachers.</p> <p>SpEd and classroom teachers will collaborate on schedules to work with students with IEPs.</p> <p>Administrator will purchase materials that support the needs of students with IEPs.</p>			

Analysis

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

Teachers and administrator worked together to plan and implement lessons for students in the areas of ELA, Math, Science and ELD. PE and VAPA were supported on a regular basis by the District TOSAs. Tech TOSAs made presentations to staff regarding new programs and their use. All teachers participated in Learning Walks this year by grade level. NGSS science PD was delivered at three staff meetings with followup at three CIP meetings. SST meetings to provide discussion and next steps for students with academic/behavioral concerns were held monthly. GATE testing was completed and four more students were identified this year. IEPs were discussed by classroom teachers and SpEd teachers to coordinate efforts to support students according to their individual needs. Instructional aides provided support in the classroom with individual students and students in small groups in the area of reading fluency. Supplemental materials were purchased for ELA, Math, Science and Social Studies to add to the district adopted materials for resources for teachers and students

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

ELA CAASPP scores increased 14.3 points Math CAASPP scores increased by 5.8 points overall and continues to be an area of focus as we are 22.9 points below standard. PE scores in the HFZ for 5of 6 and 6 of 6 increased by 8.3 %.

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

The consultant hired to provide professional development for teachers two days each by grade level was only able to deliver one day to each grade level as she was involved in the Paradise wild fire and unable to fulfill her contract. Additional aide time was provided this year to assist teachers as they worked with students in the area of reading fluency.

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.

More time will be dedicated to work with math rigor and common assessments in the coming year. PE minutes will continue to be monitored with the focus on more stamina and flexibility in PE activities so more students will be able to meet 5 or 6 of the HFZ goals.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 2

Parent/Student Engagement:
 Increase student attendance
 Decrease student truancy rate
 Increase meaningful communication with parents and all stakeholders
 Continue to seek parent input in decision making
 Promote greater participation from parents of students in EL, Special Education and other under-represented groups

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Phone calls home and meetings with parents to determine how we can help with getting students to school on time and every day	The number of calls and meetings would be reduced therefore the absences would be reduced	The number of calls and meetings has increased but the percentage of chronic student absentees has reduced.
Dashboard report of number of chronically truant (tardy and absent) students	Data show we were at almost 9% chronic absenteeism	The dashboard report indicates that we are at 8.1% chronically absent with an improvement of 0.7% overall
Sign in sheets from parent meetings (ELAC, Title I, PTA, Special Days, Site Council)	An increase in parent attendance at meetings and special events	Attendance at meetings was consistent with the last year. Parent attendance at special meetings (VIP day, Parent Academies) was increased.
School plan discussions on every agenda for all meetings with parents	Increase parent awareness and knowledge of the school plan and student performance	Discussions on agendas led to more parents asking questions about our plan and student progress deepening their understanding of student performance and success

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Student Engagement:</p> <p>Students will complete a survey about their connectedness and sense of safety at school.</p> <p>Teachers will instruct students in conflict resolution strategies, using the Character Counts Caring Schools program materials and class meetings.</p>		<p>Awards and Incentives 4000-4999: Books And Supplies LCFF - Supplemental 1000</p> <p>Banners for PBIS schoolwide expectations for lunch area, playground, MPR and library 4000-4999: Books And Supplies LCFF - Supplemental 1500</p> <p>Pawsitively SEL student workbooks and teacher</p>	<p>Awards and Incentives 4000-4999: Books And Supplies LCFF - Supplemental 350</p> <p>Banners for PBIS schoolwide expectations 4000-4999: Books And Supplies LCFF - Supplemental 500</p> <p>SEL curriculum purchased - Pawsitively</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Teachers K-6 will complete one Social Emotional Learning lesson each week using the PAWSitively SEL curriculum (standards based).</p> <p>Teachers will cooperate across the grade levels to create Buddy Activities for their respective students.</p> <p>The student-led Peace Patrol will train and provide peer counselors to assist the campus supervisors as mediators for conflict resolution, using Peace Patrol materials.</p> <p>Fifth and sixth grade students will have the opportunity to act as Playground Activity Leaders (PALs) for the K-4 students at recess with basketball and handball. They will instruct and enforce the school rules for these games.</p> <p>Students in grades 3-6 will follow the democratic election process through participation in Student Leadership classroom representative elections.</p> <p>Students and staff will participate in spirit assemblies to foster a sense of community and connectedness.</p> <p>Students and staff will participate in National Kindness Week to promote kindness for others. (January)</p> <p>Students and staff will participate in International</p>		<p>digital lessons 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 7000</p>	<p>SEL 4000-4999: Books And Supplies Title I Part A: Allocation 7000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Day of Happiness to promote a positive school environment and celebrate all that is good in our lives. (March 20th)</p> <p>Students and staff will participate in Red Nose Day to eliminate child poverty by conducting a Canned Food Drive for our local Food Pantry and also collect "milk money" for a local shelter for families in need. (May)</p> <p>PBIS will be implemented in a roll-out of Tier 1 with the addition of classroom implementation 2017-18 school year. Implementation of Tier 2 is expected in 2018-19. Full implementation is expected in 2019-20.</p> <p>PBIS tickets given by Campus Supervisors at lunch for students/classes behaving appropriately in lines, at tables and on the playground.</p> <p>Students earning a ticket for purposeful acts of kindness and for following PBIS expectations will have the opportunity to have their name drawn in a weekly opportunity (Wednesday Winners) for a treat from the principal (donations from Disney).</p> <p>All staff and students will demonstrate an understanding of the PBIS expectations at our site. All staff will support the expectations in their classrooms and around the campus.</p>			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Students who are caught in the act of demonstrating the Traits of Character will have their names added to a bulletin board outside the principal's office for recognition.</p> <p>Continue to work with the community Read with Me program to have volunteers work with our needy readers</p> <p>Continue to work with our neighborhood churches to support our school needs as far as supplies and family fun activities</p> <p>Continue to elicit donations from community businesses to support our programs at school (Stunts Unlimited, Walt Disney Animation provide incentives)</p> <p>Continue to work with local teacher prep programs (COC, CSUN and ULV) to support our students in need of increased intervention support (Rtl)</p>			
<p>Parent Engagement:</p> <p>Parents will receive newsletters and important information weekly. (Electronic and paper copies)</p> <p>Parents will receive letters monthly regarding unexcused absences and tardiness and will observe the follow-up requirements, based upon the letter.</p>		<p>Art consultant 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 2000</p> <p>art supplies, materials for Family Literacy 4000-4999: Books And Supplies LCFF - Supplemental 1000</p> <p>Campus supervisors for child care, supervision</p>	<p>Art consultant 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 0</p> <p>materials and supplies for Family Literacy meetings on Wednesday afternoons 4000-4999: Books And Supplies LCFF - Supplemental 200</p> <p>campus supervisors for parent meeting child</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Parents and the administrator will meet to discuss excessive tardies and absences at SART, DART and SARB meetings.</p>		<p>2000-2999: Classified Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 500</p>	<p>care, supervision 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 400</p>
<p>Rio Vista Site Council will survey families for input and satisfaction with the school and school programs.</p>		<p>Library Media Specialist - Assist parents with library books and technology on Wednesdays 2000-2999: Classified Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 2000</p>	<p>Library media specialist - family hour on Wednesdays 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 2000</p>
<p>Administrator will provide interpretation and/or translation at meetings as needed for parents. (Title I, ELAC, conferences, SART, Site Council, GATE, family academies, parent workshops/classes)</p>		<p>FACTOR program for parent education 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Parent Involvement 6000</p>	<p>parent academy sessions for Technology, and Safety held in the evening - presenter hourly 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 400</p>
<p>Administrator and leadership team with the input of PTA will create a calendar of events including PTA events for parents and staff.</p>			
<p>Administrator and teachers will schedule outreach events for all stakeholders (VIP/Grandparent Day, Volunteer Tea, Career Day, Eco Day)</p>			
<p>Teachers will utilize websites, newsletters, email, family academy nights and conferences to keep parents informed as to student achievement, progress and behavior.</p>			
<p>Provide translation for home school communication.</p>			
<p>Schedule and conduct parent meetings (Title I, ELAC, GATE, School Site Council, PTA, etc..)</p>			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Solicit input regarding the Single Plan for Student Achievement (SPSA) and school programs at parent meetings (Title I, ELAC, GATE, School Site Council, PTA, etc..) through revising current SPSA and discussions of data.</p> <p>Provide childcare for meetings (as necessary)</p> <p>Provide art classes for students to attend while parents are attending family academy nights</p> <p>Provide parent education classes (Family Literacy, Adult ESL, parent involvement workshops, FACTOR parent workshops/classes)</p> <p>School office has computers available to help parents complete online registration, get information and complete forms</p> <p>Provide instructional resources for parent/families (open library times and family library hour).</p> <p>FACTOR program for parent involvement will be implemented 2018-2019 in a format that supports parents' interests and needs</p>			
<p>Student Attendance:</p> <p>Daily attendance will be recorded in the Student Information System (SIS) program.</p>		<p>Awards and incentives 4000-4999: Books And Supplies LCFF - Supplemental 500</p>	<p>awards and incentives 4000-4999: Books And Supplies LCFF - Supplemental 100</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Decrease truancy. Decrease chronic absenteeism.</p> <p>Administrator will work with the school office manager to prepare letters, send letters and schedule appointments for parent meeting for students with excessive tardies and/or unexcused absences.</p> <p>Administrator will hold monthly SART and DART meetings with parents as needed.</p> <p>Administrator will attend SARB meetings with parents of truant students as needed.</p> <p>Administrator and staff representative will investigate an attendance incentive program.</p> <p>Administrator will purchase materials to increase student attendance as needed.</p> <p>Excellent attendance recognition at promotion ceremony for grade 6 students. (K-5 students are recognized at a mega-awards assembly at the end of the year)</p> <p>Provide Tuesday notice reminders about attendance.</p> <p>Provide parent education on the importance of attendance at parent meetings (Title I, ELAC, Site Council, PTA, GATE, etc..)</p>		<p>Certificates at the end of the year 4000-4999: Books And Supplies LCFF - Supplemental 1000</p>	<p>Certificates - end of year attendance 4000-4999: Books And Supplies LCFF - Supplemental 100</p>

Analysis

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

The administrator held monthly attendance meetings with parents of chronically absent and tardy students to determine if the school could provide some assistance and to increase parent awareness. Several families were repeat attendees at these meetings throughout the year. Students are recognized for attendance at school at the end of the year awards assembly for K-5 students and at the Laurels Night for 6th graders. Attendance information was presented at every parent meeting held throughout the year to increase awareness about the important of attendance. Site Council parent survey was offered on-line again at the request of parents to determine if we could increase their participation in completing the survey. All of the various meeting were held at times that parents requested in hopes of increasing parent participation.

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

While the number of attendance meetings increased overall this year as more parents actually attended them, the truancy rate decreased from 8.8% to 8.1%

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

Parenting classes were not offered in the format of a series of sessions for parent information this year, we did hold three parent academy sessions this year (Technology, Safety and Social Media as topics from parent requests) which were well attended. Since these academy sessions were provided by employees, the cost was not nearly the projected amount budgeted.

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

Reorganization of the actions/services will be reflected in the next iteration of the school plan aligning more to the the District's LCAP goals. A recommendation to recognize students at monthly spirit assemblies to increase awareness of students on a regular basis rather than just at the end of the year will be put in place for the upcoming year.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 3

School Climate:
 Increase students' sense of safety at school.
 Implement programs to encourage sense of safety for students, parents and staff.
 Maintain a suspension rate below 1%
 Provide counseling for students in need M-F.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
District student safety survey in spring	The number of students reporting that they feel safe at school would increase as reported on the District survey	Data show that an average of 95% of students feel safe at school.
PBIS/SWIS data reports of student data	Number of incidents/students with behavioral concerns as reported from PBIS/SWIS data from 2017-2018 will serve as the baseline	Baseline data established for student behaviors
Suspension data from Dashboard	Suspensions below 1%	Suspensions at 0%
Serve students of poverty and trauma via counseling to allow them to build a foundation on which to build their academic success	Provide services for students five days a week so that more students are able to receive support to achieve at school	Students were able to access counseling services regularly at school to meet their emotional and social needs.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Schedule and conduct parent meetings (Title I, GATE, School Site Council, ELAC, etc.)</p> <p>Provide oral interpretation as needed for parent meetings.</p> <p>Provide childcare for meetings (as necessary)</p> <p>Conduct Site Council survey of parents in spring.</p> <p>Conduct student survey in fall and spring (PBIS and District).</p>		<p>School based Counseling - 3 days from Title I funds and two days from District LCAP funding (increases one day) 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 58000</p> <p>Books and Materials 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 500</p>	<p>School based counseling - 3 days from site Title I funds and 2 days from District LCAP funds 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 48000</p> <p>Books and materials - counselors 4000-4999: Books And Supplies Title I Part A: Allocation 400</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Conduct staff survey in spring.		supervision at night events and meetings 2000-2999: Classified Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 500	Campus supervisor supervision at evening parent meetings 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 400
Continue to use our school-wide character/self-esteem program (We Are statements and School Pledge) at Spirit Assemblies.		Awards and Incentives	Awards and incentives for student achievement 0
Provide Spirit Assemblies monthly that promote character building, PBIS and anti-bullying messages.		Sharpies - gold 4000-4999: Books And Supplies Site Formula Funds 150	Sharpies - gold for teacher achievement 4000-4999: Books And Supplies LCFF - Supplemental 20
Provide counseling services to support school engagement and student achievement. (Two days funded by District LCAP and two days funded by Title I) ***for the 2018-2019 school year we are interested in adding another day of counseling for our students provided for with Title I funds so that we have counseling for our students 5 days a week.		Caring School Community/ Character Counts, SEL awards 4000-4999: Books And Supplies Site Formula Funds 500	Caring Schools - Character Counts and SEL awards 4000-4999: Books And Supplies LCFF - Supplemental 100
Recognize student achievement with incentives (from local businesses) at Spirit and Awards Assemblies.		Running incentives, certificates 4000-4999: Books And Supplies LCFF - Supplemental 1000	Running certificates, incentives 4000-4999: Books And Supplies LCFF - Supplemental 0
Recognize staff at staff meetings and CIP meetings. (Golden Sharpies)			
Plan and purchase materials for Cross-grade level Buddy activities.			
Encourage participation in Rio Vista on the Run (proposed running club at lunch) to promote wellness. Would like to start in 2018 if we can find			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
a few parent volunteers to help monitor student participation at lunches. (11:45-1:15 one day a week)			

Analysis

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

PBIS behavioral supports were once again in place in school common areas at the Tier I level and expanded to the classrooms with teachers establishing grade level expectations. We do see a need for increasing time with campus supervisors and instructional assistants so that everyone is working together to help students improve behaviors. Tier II supports were explored, planned and implemented for students in need. A check in /check put system was implemented after spring break to make connections with students so that they build positive relationships with staff and other students. Safety drills continued monthly - fire, disaster and lockdown to keep safety at the forefront of everyone's minds. The overall majority of students report they feel safe at school. We will continue to increase the number of students reporting from 95% to 98%. Students were recognized at spirit assemblies for success at school.

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

More counselor time enabled more students to receive support for their emotional and social needs. More time = more students reached. Staff overall participated in using PBIS strategies for student expectations in class and around the school.

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

A running club was not established as we did not have any luck attracting parent ability to support the initiative. The planned parent series workshops did not come to be. In place instead we held three parent academies addressing parent suggested topics of interest - Technology, Safety and Social Media.

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.

Realignment of strategies/activities from our goals 2 and 3 to better reflect the District's LCAP goals will be in place for the upcoming year. The District has also added a safety measure by placing the Raptor ID scanning system in each school office for visitors and volunteers to use each time they come to school. This year we did not get any volunteers to start up and supervise our lunch time running club. This is something we hope to have in place for the next school year. The District also put in place requirements for parents who would like to serve as volunteers at school on a regular basis and attend field trips to be TB tested and have their fingerprints run through the LiveScan process so that they can be with students.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	221,271.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	57169	0.00
Title I Part A: Allocation	161767	0.00
Title I Part A: Parent Involvement	2335	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	57,169.00
Title I Part A: Allocation	161,767.00
Title I Part A: Parent Involvement	2,335.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	97,000.00
2000-2999: Classified Personnel Salaries	62,500.00
4000-4999: Books And Supplies	41,771.00
5800: Professional/Consulting Services And Operating Expenditures	20,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	28,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	3,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	23,669.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	2,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	69,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	57,165.00
4000-4999: Books And Supplies	Title I Part A: Allocation	18,102.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	17,500.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	2,335.00

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	Role
Gina Nolte	Principal
Ruth Smith	Other School Staff
Theresa Eichman	Classroom Teacher
Christy Lewis	Classroom Teacher
Leslie Kelley	Classroom Teacher
Brenda Gonzalez	Parent or Community Member
Rebecca Short	Parent or Community Member
Mori Saifi	Parent or Community Member
Laura Zaldana	Parent or Community Member
Mullanney Phelps	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Gifted and Talented Education Program Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on April 17, 2019.

Attested:

Principal, Gina Nolte on 4/17/19

SSC Chairperson, Christy Lewis on 4/17/19

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

Gifted and Talented Education Program Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on April 17, 2019.

Attested:



Principal, Gina Nolte on 4/17/19

SSC Chairperson, Christy Lewis on 4/17/19