

School Year: **2022-23**

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	Cheryl Cameron
District Name	Saugus Union School District
SPSA Revision Date	11-16-2021
Schoolsite Council (SSC) Approval Date	10-12-2020
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 an equitable, safe, inclusive environment while ensuring high levels of learning for all students and adults

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 instruction, meaningful common assessments, and collaboration around data, we will ensure all students achieve high academic proficiency.

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 we 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 2021-22)

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

Grade Level Number of Students

Kindergarten 55
Grade 1 54
Grade 2 66
Grade 3 56
Grade 4 59
Grade 5 66
Grade 6 82
Total Enrollment 438

School Demographic Characteristics

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

Ethnic/Racial* (CALPADS)	Percent
Black or African American	3.42%
American Indian or Alaska Native	0.0%
Asian	0.68%
Filipino	5.71%
Hispanic or Latino	74.2%
Native Hawaiian or Pacific Islander	0.0%
White (non-Hispanic)	14.61%
Two or more races	1.37%

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 analyzed data, reviewed goals, and suggested refinements and new goals or strategies/activities. Data, school plan updates, and progress were discussed and studied at Site Council meetings monthly. Parents, teachers, and staff discussed progress and concerns regularly at these meetings. The administrator shared the School Plan with parents at PTA meetings and reviewed data and progress with parents at subsequent meetings. Parents offered ideas for possible next steps. The school plan was discussed with parents at Title 1 Meetings in Fall of 2021. 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, ask questions regarding growth, plan next steps, and offer ideas for continued growth. Students, staff, and parents were surveyed via the annual LCAP survey.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	54	73	34
Grade 1	73	58	44
Grade 2	81	77	33
Grade3	79	78	33
Grade 4	65	79	39
Grade 5	103	69	51
Grade 6	93	102	38
Total Enrollment	548	536	272

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		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	185	164	66	33.8%	30.6%	24.3%
Fluent English Proficient (FEP)	44	64	32	8.0%	11.9%	11.8%
Reclassified Fluent English Proficient (RFEP)	1	33	19	0.6%	17.8%	11.6%

Conclusions based on this data:

1. The percentage of English Learners in our population has been steadily falling, but is higher than the average for our district. We are focusing on targeted growth for our English Learners through effective designated and integrated ELD lessons.
2. Our percentage of Fluent English Proficient students remains stable. We must continue to monitor their academic achievement and support their needs through integrated ELD.
3. Our percentage of reclassified students dropped in 20-21. The Pandemic and the isolation and online instruction was difficult for our ELs. We must work with our ELs, parents, and staff to set goals for teaching and learning to ensure students reclassify in a timely manner.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	71	81	33	71	80	0	71	80	0	100	98.8	0.0
Grade 4	93	65	40	93	65	0	93	65	0	100	100	0.0
Grade 5	88	104	50	88	104	0	88	104	0	100	100	0.0
Grade 6	96	92	38	95	92	0	95	92	0	99	100	0.0
All Grades	348	342	161	347	341	0	347	341	0	99.7	99.7	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2419.	2421.		25.35	18.75		21.13	26.25		25.35	26.25		28.17	28.75	
Grade 4	2470.	2466.		17.20	23.08		26.88	21.54		38.71	23.08		17.20	32.31	
Grade 5	2507.	2506.		17.05	20.19		43.18	34.62		18.18	25.96		21.59	19.23	
Grade 6	2540.	2551.		17.89	18.48		40.00	41.30		26.32	28.26		15.79	11.96	
All Grades	N/A	N/A	N/A	19.02	19.94		33.43	31.96		27.38	26.10		20.17	21.99	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	19.72	27.50		45.07	48.75		35.21	23.75	
Grade 4	22.58	24.62		62.37	46.15		15.05	29.23	
Grade 5	25.00	26.92		52.27	52.88		22.73	20.19	
Grade 6	22.11	26.37		48.42	52.75		29.47	20.88	
All Grades	22.48	26.47		52.45	50.59		25.07	22.94	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	22.86	12.50		41.43	58.75		35.71	28.75	
Grade 4	21.51	23.08		53.76	49.23		24.73	27.69	
Grade 5	27.59	25.96		48.28	47.12		24.14	26.92	
Grade 6	27.37	24.18		49.47	65.93		23.16	9.89	
All Grades	24.93	21.76		48.70	55.29		26.38	22.94	

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	18.31	12.50		61.97	72.50		19.72	15.00	
Grade 4	15.05	16.92		70.97	69.23		13.98	13.85	
Grade 5	17.05	12.50		68.18	64.42		14.77	23.08	
Grade 6	16.84	16.48		73.68	73.63		9.47	9.89	
All Grades	16.71	14.41		69.16	69.71		14.12	15.88	

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	29.58	17.50		46.48	57.50		23.94	25.00	
Grade 4	23.66	21.54		56.99	53.85		19.35	24.62	
Grade 5	32.95	25.96		46.59	55.77		20.45	18.27	
Grade 6	35.79	32.97		50.53	57.14		13.68	9.89	
All Grades	30.55	25.00		50.43	56.18		19.02	18.82	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Due to the closing of campuses in Spring of 2020 due to the COVID-19 Pandemic, we have no 2019-20 or 2020-21 CAASPP scores. In the previous years, the number of students at or near or above standard trended upward, while the overall percent of students below standard declined.
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, iReady diagnostics, 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 identify and target needs for additional instruction and 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			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	71	81	33	71	80	0	71	80	0	100	98.8	0.0
Grade 4	93	65	40	93	65	0	93	65	0	100	100	0.0
Grade 5	88	104	50	88	104	0	88	104	0	100	100	0.0
Grade 6	96	92	38	95	92	0	95	92	0	99	100	0.0
All Grades	348	342	161	347	341	0	347	341	0	99.7	99.7	0.0

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

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2417.	2419.		16.90	15.00		22.54	27.50		29.58	27.50		30.99	30.00	
Grade 4	2461.	2464.		7.53	16.92		27.96	18.46		45.16	35.38		19.35	29.23	
Grade 5	2491.	2461.		14.77	6.73		17.05	13.46		42.05	31.73		26.14	48.08	
Grade 6	2535.	2554.		20.00	25.00		22.11	27.17		35.79	38.04		22.11	9.78	
All Grades	N/A	N/A	N/A	14.70	15.54		22.48	21.41		38.62	33.14		24.21	29.91	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	29.58	27.50		30.99	35.00		39.44	37.50	
Grade 4	20.43	26.15		43.01	27.69		36.56	46.15	
Grade 5	20.45	7.69		39.77	27.88		39.77	64.42	
Grade 6	31.58	34.78		35.79	42.39		32.63	22.83	
All Grades	25.36	23.17		37.75	33.43		36.89	43.40	

2019-20 Data:

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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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	18.31	23.75		49.30	46.25		32.39	30.00	
Grade 4	12.90	20.00		55.91	43.08		31.18	36.92	
Grade 5	14.77	6.73		52.27	50.00		32.95	43.27	
Grade 6	16.84	22.83		52.63	47.83		30.53	29.35	
All Grades	15.56	17.60		52.74	47.21		31.70	35.19	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	23.94	16.25		47.89	48.75		28.17	35.00	
Grade 4	13.98	23.08		53.76	41.54		32.26	35.38	
Grade 5	10.23	6.73		55.68	48.08		34.09	45.19	
Grade 6	18.95	21.74		48.42	58.70		32.63	19.57	
All Grades	16.43	16.13		51.59	49.85		31.99	34.02	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Due to the closing of campuses in Spring of 2020 due to the COVID-19 Pandemic, we have no 2019-20 or 2020-21 CAASPP scores. In reviewing previous years' achievement, third and sixth grades made progress. Data show fourth and fifth grade lost significant ground. Teachers will analyzed scores in all areas and identified deficits in understanding of place value, procedural math, and mathematic vocabulary.
2. In reviewing the sub-category results of concepts and procedures, problem solving and modeling/data analysis, and communicating reasoning, sixth grades has made steady progress. All grades will focus on use of manipulatives and number talks to reinforce understanding of mathematical concepts.
3. Continued, regular opportunities in the use of IABs, iReady diagnostics, 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 identify and target needs for additional instruction and improvement. Based on progress monitoring data, 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 data indicates ELA/Literacy is an area of relative strength over math. In order to improve mathematics achievement, we will add staff development and mutli-tiered systems of supports in this area.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1446.0	1441.3	1446.6	1451.0	1445.5	1453.5	1434.1	1431.3	1430.3	25	24	13
1	1473.8	1463.9	*	1458.8	1472.8	*	1488.2	1454.6	*	32	20	9
2	1515.2	1486.5	1477.0	1518.2	1493.7	1472.6	1511.8	1478.9	1480.9	35	27	15
3	1514.8	1491.0	*	1509.0	1480.7	*	1520.0	1500.8	*	20	26	7
4	1520.7	1556.8	1519.6	1509.4	1568.1	1543.1	1531.4	1544.8	1495.4	28	18	12
5	1539.8	1561.8	1525.8	1535.4	1563.4	1513.8	1543.7	1559.8	1537.3	23	30	13
6	1543.5	1565.6	*	1536.9	1562.8	*	1549.8	1567.8	*	17	21	8
All Grades										180	166	77

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	48.00	20.83	38.46	*	41.67	23.08	*	33.33	38.46		4.17	0.00	25	24	13
1	43.75	15.00	*	*	40.00	*	*	35.00	*	*	10.00	*	32	20	*
2	71.43	11.11	13.33	*	59.26	40.00	*	25.93	33.33	*	3.70	13.33	35	27	15
3	*	7.69	*	*	57.69	*	*	19.23	*	*	15.38	*	20	26	*
4	*	55.56	16.67	60.71	33.33	41.67	*	11.11	33.33		0.00	8.33	28	18	12
5	52.17	50.00	15.38	*	43.33	53.85		3.33	23.08	*	3.33	7.69	23	30	13
6	*	47.62	*	*	38.10	*		9.52	*	*	4.76	*	17	21	*
All Grades	46.67	28.92	20.78	37.22	45.78	35.06	9.44	19.28	28.57	6.67	6.02	15.58	180	166	77

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	60.00	20.83	30.77	*	54.17	38.46	*	20.83	30.77		4.17	0.00	25	24	13
1	46.88	20.00	*	*	55.00	*	*	15.00	*	*	10.00	*	32	20	*
2	71.43	40.74	26.67	*	40.74	40.00		14.81	20.00	*	3.70	13.33	35	27	15
3	*	23.08	*	*	42.31	*	*	26.92	*	*	7.69	*	20	26	*
4	*	77.78	50.00	57.14	16.67	41.67	*	5.56	0.00		0.00	8.33	28	18	12
5	73.91	70.00	23.08	*	26.67	61.54		0.00	7.69	*	3.33	7.69	23	30	13
6	70.59	66.67	*	*	23.81	*	*	4.76	*		4.76	*	17	21	*
All Grades	57.22	45.18	31.17	28.33	37.35	40.26	10.00	12.65	18.18	*	4.82	10.39	180	166	77

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	20.83	23.08	*	37.50	30.77	*	33.33	38.46	*	8.33	7.69	25	24	13
1	40.63	5.00	*	*	20.00	*	*	60.00	*	*	15.00	*	32	20	*
2	62.86	3.70	13.33	*	40.74	20.00	*	40.74	40.00	*	14.81	26.67	35	27	15
3	*	7.69	*	*	42.31	*	*	30.77	*	*	19.23	*	20	26	*
4	*	22.22	0.00	46.43	44.44	16.67	*	33.33	50.00	*	0.00	33.33	28	18	12
5	*	20.00	7.69	56.52	36.67	38.46	*	40.00	46.15	*	3.33	7.69	23	30	13
6	*	33.33	*	64.71	23.81	*	*	38.10	*	*	4.76	*	17	21	*
All Grades	35.00	15.66	10.39	38.33	35.54	23.38	15.56	39.16	40.26	11.11	9.64	25.97	180	166	77

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	80.00	20.83	15.38	*	70.83	76.92	*	8.33	7.69	25	24	13
1	65.63	55.00	*	*	40.00	*	*	5.00	*	32	20	*
2	82.86	51.85	33.33	*	44.44	53.33		3.70	13.33	35	27	15
3	*	23.08	*	*	61.54	*	*	15.38	*	20	26	*
4	39.29	66.67	41.67	60.71	27.78	41.67		5.56	16.67	28	18	12
5	65.22	30.00	15.38	*	66.67	76.92	*	3.33	7.69	23	30	13
6	*	57.14	*	*	38.10	*	*	4.76	*	17	21	*
All Grades	62.78	41.57	25.97	32.22	51.81	61.04	*	6.63	12.99	180	166	77

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	44.00	16.67	38.46	48.00	83.33	61.54	*	0.00	0.00	25	24	13
1	40.63	10.00	*	34.38	80.00	*	*	10.00	*	32	20	*
2	71.43	37.04	13.33	*	59.26	73.33	*	3.70	13.33	35	27	15
3	60.00	34.62	*	*	50.00	*	*	15.38	*	20	26	*
4	50.00	66.67	75.00	50.00	33.33	16.67		0.00	8.33	28	18	12
5	91.30	90.00	61.54	*	6.67	30.77	*	3.33	7.69	23	30	13
6	76.47	76.19	*	*	19.05	*		4.76	*	17	21	*
All Grades	60.56	48.19	46.75	30.00	46.39	42.86	9.44	5.42	10.39	180	166	77

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	8.33	7.69	68.00	87.50	92.31	*	4.17	0.00	25	24	13
1	53.13	20.00	*	*	65.00	*	*	15.00	*	32	20	*
2	65.71	7.41	33.33	*	81.48	53.33	*	11.11	13.33	35	27	15
3	*	3.85	*	60.00	65.38	*	*	30.77	*	20	26	*
4	*	27.78	0.00	64.29	61.11	58.33	*	11.11	41.67	28	18	12
5	*	20.00	15.38	69.57	73.33	76.92	*	6.67	7.69	23	30	13
6	*	33.33	*	*	42.86	*	*	23.81	*	17	21	*
All Grades	35.00	16.27	12.99	49.44	69.28	59.74	15.56	14.46	27.27	180	166	77

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	52.00	50.00	38.46	44.00	41.67	46.15	*	8.33	15.38	25	24	13
1	34.38	10.00	*	56.25	80.00	*	*	10.00	*	32	20	*
2	51.43	22.22	13.33	42.86	62.96	53.33	*	14.81	33.33	35	27	15
3	*	23.08	*	*	65.38	*	*	11.54	*	20	26	*
4	*	33.33	0.00	64.29	61.11	91.67		5.56	8.33	28	18	12
5	73.91	36.67	0.00	*	60.00	84.62	*	3.33	15.38	23	30	13
6	*	47.62	*	*	47.62	*	*	4.76	*	17	21	*
All Grades	45.56	31.93	12.99	48.33	59.64	64.94	6.11	8.43	22.08	180	166	77

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The change from CELDT testing to ELPAC and then a testing gap caused by the closure of school campuses in spring of 2020 due to the COVID-19 Pandemic has caused a lack of consistency in data for our English Learners. It is important that we monitor their progress through classroom assessments and benchmarking.
2. Most students demonstrate language competency at the somewhat/moderately developed and well developed levels. We are seeing a rise in the percentage of beginning English Learners, and a decline in the percentage well-developed.
3. 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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
272	60.3	24.3	0.4
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	66	24.3
Foster Youth	1	0.4
Homeless	4	1.5
Socioeconomically Disadvantaged	164	60.3
Students with Disabilities	31	11.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	3.3
American Indian or Alaska Native		
Asian	3	1.1
Filipino	13	4.8
Hispanic	188	69.1
Two or More Races	10	3.7
Native Hawaiian or Pacific Islander		
White	49	18.0

Conclusions based on this data:

1. Based on this data, Rio Vista is a small school with 60% socioeconomically disadvantaged students. Many of our students were enrolled in the online school during the 2020-21 school year, causing a drastic dip in enrollment.

2. Rio Vista has 69% Hispanic students. This is our highest student ethnic sub group.
3. According to this data, Rio Vista has 24% English Learners, continuing a decreasing trend in previous years.



School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Continued improvement is needed in language arts and math in three of four student groups. Only the white student group was in the blue and green bands.
2. All students will continue to have access to standards-based instruction and evidence-based intervention programs to meet standards.
3. We will monitor and increase daily attendance, holding at least monthly SART meetings with guardians to help them understand the importance of increasing attendance and to determine if there is a need for school or community-based assistance. We continue to need to reduce chronic unexcused absences and tardies for many students.

School and Student Performance Data

Academic Performance English Language Arts

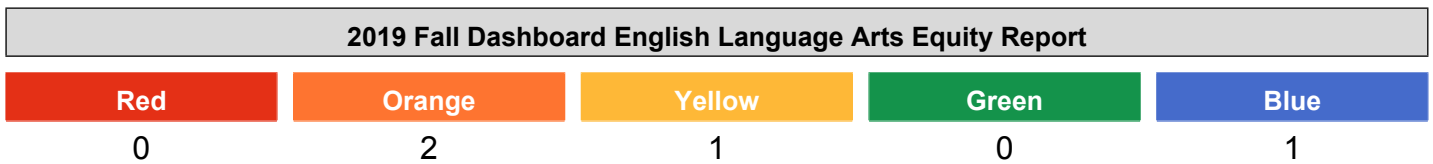
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Yellow 5.2 points above standard Maintained ++2.6 points 330	<p>English Learners</p> Orange 10.6 points below standard Maintained -2.3 points 136	<p>Foster Youth</p> No Performance Color 0 Students
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<p>Socioeconomically Disadvantaged</p> Orange 6.9 points below standard Maintained -0.9 points 212	<p>Students with Disabilities</p> No Performance Color 85.7 points below standard Declined -9.6 points 38

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 40.6 points below standard Declined Significantly -19.1 points 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 42.2 points above standard Maintained -2.9 points 16
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 3.9 points below standard Maintained -0.9 points 216	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color 0 Students	 Blue 27 points above standard Increased Significantly ++19.1 points 69

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
38.2 points below standard Maintained ++1.7 points 86	36.8 points above standard Maintained ++0.8 points 50	14.2 points above standard Increased ++6 points 182

Conclusions based on this data:

1. African American, Hispanic, English Learners, Socioeconomically Disadvantaged students, and students with disabilities 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 RTI with a multi-tiered system of supports 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

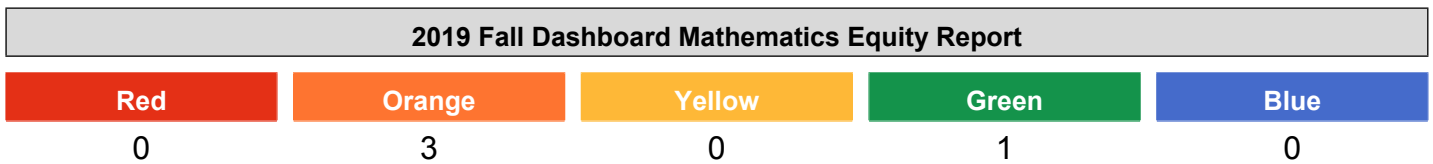
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Orange 25.2 points below standard Maintained -2.4 points 330	<p>English Learners</p> Orange 41.5 points below standard Declined -14 points 136	<p>Foster Youth</p>
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<p>Socioeconomically Disadvantaged</p> Orange 37.4 points below standard Declined -5.2 points 212	<p>Students with Disabilities</p> No Performance Color 106.2 points below standard Increased ++10.5 points 38

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 65.5 points below standard Declined Significantly -23.5 points 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 7.6 points above standard Declined -11.2 points 16
Hispanic	Two or More Races	Pacific Islander	White
 Orange 34 points below standard Declined -5.2 points 216	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8		 Green 4.6 points below standard Increased Significantly ++16.2 points 69

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
65.2 points below standard Declined -10 points 86	0.7 points below standard Declined -12.1 points 50	14.8 points below standard Increased ++6.5 points 182

Conclusions based on this data:

1. Achievement for Hispanic, African American, English Learners, Socioeconomically Disadvantaged, and students with disabilities declined. These student groups continue to require supports and strategies that will allow them to improve in the area of math.
2. Staff development with teachers and consultants will occur on a regular and ongoing basis to ensure understanding of standards and evidence-based methods to teach them. Strategies and supports are to be 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

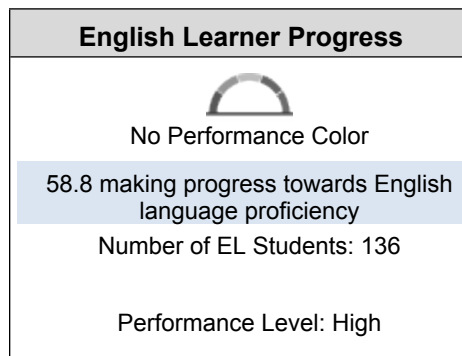
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.5	20.5	8.8	

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 lessons and support. Train and support staff in use of Wonders and Studysync ELD component.
2. Rio Vista's highest Language Proficiency group is level 4. Through daily designated ELD time and integrated ELD 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 to move students to the next level.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

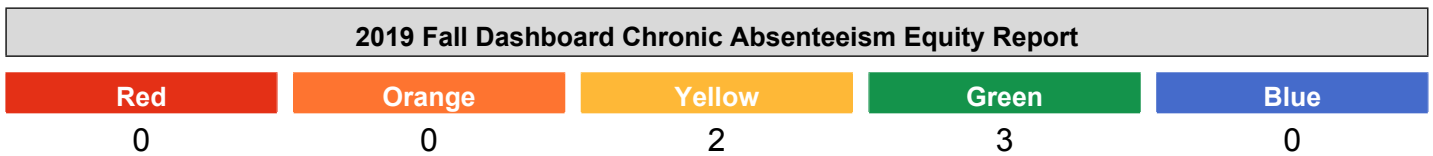
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Green 6.4 Declined -1.7 566	<p>English Learners</p>  Yellow 5.1 Maintained -0.3 197	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<p>Socioeconomically Disadvantaged</p>  Green 6.1 Declined -2.2 376	<p>Students with Disabilities</p>  Green 4.9 Declined -4 61

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Declined -11.1 20	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color 0 Declined -4 24
Hispanic	Two or More Races	Pacific Islander	White
 Green 5.8 Declined -1.6 377	 No Performance Color 7.1 Increased +7.1 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Yellow 9.9 Maintained -0.4 121

Conclusions based on this data:

- Rio Vista has an improving absentee rate. SART meetings are held at least monthly with parents to discuss roadblocks to getting their students to school on time and to school every day. Contracts are signed. Engagement meetings are held regularly with parents, the school social worker, principal, and teacher to keep students who are struggling with attendance and/or work completion engaged in learning, and home visits are conducted when necessary for support.
- Our white and Hispanic students, students of two or more races, and socioeconomically disadvantaged students have the highest absentee rates.
- White and Hispanic student groups are in the yellow. We need to target these two groups in attendance intervention. We must work with our ELAC and our social worker to increase their attendance.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

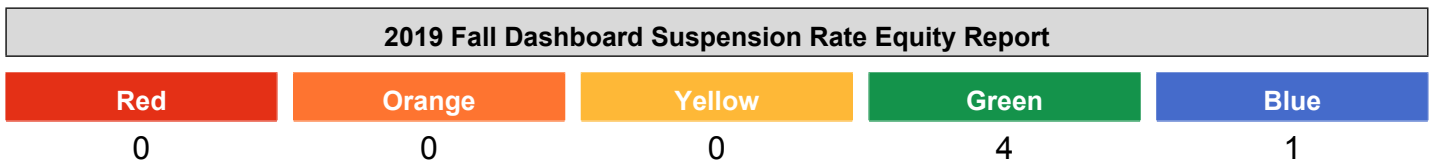
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>0.5</p> <p>Increased +0.4</p> <p>582</p>	<p>English Learners</p> <p>Green</p> <p>0.5</p> <p>Increased +0.5</p> <p>198</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>6</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>0.5</p> <p>Increased +0.5</p> <p>382</p>	<p>Students with Disabilities</p> <p>Blue</p> <p>0</p> <p>Declined -2.2</p> <p>61</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Maintained 0 21	 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 9	 No Performance Color 0 Maintained 0 24
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.3 Increased +0.3 384	 No Performance Color 6.7 Increased +6.7 15	No Performance Color No Data	 Green 0.8 Maintained +0.2 128

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
0.2	0.2	0.5

Conclusions based on this data:

1. Due to the closing of school campuses in Spring of 2020 due to the COVID-19 Pandemic, there is no dashboard data for suspensions for the 2020-21 school year. However, suspension numbers remained very low.
2. As a component of our PBIS behavior program, students will be aware of expectations in all the different areas of the school and online. Teachers will reteach behavior expectations and staff will provide tiered supports as needed.
3. We will integrate social & emotional curriculum, our PBIS behavior program, and restorative practices to continue behavioral supports for all students.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Student Achievement GAP

Goal Statement

By June 2023, student achievement will improve by no less than 5 percent (5%) in proficiency over last year as measured by end of year i-Ready math and English Language Arts diagnostic assessments. The percentage of students who meet or exceed standards on the summative CAASPP and CAST assessments will grow by at least 5 percent (5%) in 2023. Students in socioeconomically disadvantaged, Hispanic, English Learner, and African American subgroups and students with disabilities will be monitored and supported to ensure growth is equal to or greater than whole-school growth goals.

LCAP Goal

Achievement GAP - Implement instructional programs and services that allow all students to achieve while closing the Achievement Gap in the core academic areas.

Basis for this Goal

Rio Vista Elementary has had success in closing the achievement gap in reading in recent years, enabling the school to be recognized as a 2020 California Distinguished School. However, the most recent CAASPP assessment shows only 51.1% of our students met or exceeded achievement standards in English Language Arts, and only 39.73% met or exceeded standards in math. According to the 2019 California Dashboard, English Learners, Socioeconomically Disadvantaged, and Hispanic subgroups maintained performance levels in the area of English Language Arts, but they still scored significantly lower than the white subgroup. Of particular concern are our African American and Students with Disabilities Subgroups. Our African American Subgroup scored 40.6 points below standard in ELA, and declined by 19.1 points from the year before. Students with Disabilities scored 85.7 points below standard in ELA, a decline of 9.6 points from the prior year. While 2019 math CAASPP scores were maintained for the school as a whole, there is a similar pattern in subgroup math achievement to ELA. White students' math scores went up 16.3, while English Learner, African American, and Socioeconomically Disadvantaged subgroup scores declined. We saw a large decline in math for our African American subgroup, which at 65.5 points below standard declined 23.5 points. While the Students with Disabilities subgroup math achievement increased by 10.5 points over the previous year, they still scored 106.2 points below standard.

The percentage of Rio Vista students not meeting standards is indicative of a need to improve our core Tier One instruction. The need to move to online and hybrid instruction during the pandemic created gaps in learning for many of our students that requires careful assessment and monitoring of data to address the needs of each individual student. We must strengthen our Professional Learning Communities (PLCs), which we began to implement in the 2019-20 school year, in order to better determine what we need students to learn (identification of promise standards), how we will know which students have learned and which have not, how we will respond when students have not learned, and how we will respond when students already know the standards being taught. This will enable us to more effectively utilize and fine-tune our multi-tiered system of supports for our response to intervention program. We are in need of robust staff development, coaching, and time spent collaborating in teams in order to improve core instruction and RTI. Special Education teachers supporting our Students with Disabilities must be a part of the PLC process, collaborating and learning with general education teachers who share their students.

Rio Vista Staff and Stakeholder Groups analyzed data, including CAASPP, iReady, and other assessments. The data continue to show the need to focus on phonics and vocabulary instruction in English Language Arts, along with comprehension of informational text. Math data indicates weaknesses in academic vocabulary, number sense, and place value, all of which have contributed to low achievement in procedural math. Students' understanding, self-efficacy, and critical thinking skills need to be developed through lessons and classroom experiences that reach higher into Depth of Knowledge levels 3 and 4.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Smarter Balanced/CAASPP Assessment - ELA - 3rd - 6th grades	18-19 CAASPP = 51.1 percent met or exceeded standards, 22.28% nearly met.	22-23 CAASPP to reflect a minimum 5% increase in proficiency over 21-22.
Smarter Balanced/CAASPP Assessment Math 3rd -6th grades	18-19 CAASPP = 39.73 percent met or exceeded standards, 25.41% nearly met.	22-23 CAASPP to reflect a minimum 5% increase in proficiency over 21-22.
CAST Science - 5th grade	18-19 CAST = 29.83% of students met or exceeded standards, 51.85% nearly met.	22-23 CAST to reflect a minimum 5% increase in proficiency over 21-22.
iReady ELA Diagnostic Assessment	2021-22 end of year diagnostic shows 55% of students in Tier One for their current grade level standards.	End of year diagnostic to reflect 60% or more of students at Tier One.
iReady Math Diagnostic Assessment	2021-22 end of year diagnostic shows 49% of students in Tier One for their current grade level standards.	End of year diagnostic to reflect 55% or more of students at Tier One.

Planned Strategies/Activities

Strategy/Activity 1

STRATEGY 1

Standards-based instruction: Ensure that every student in every classroom receives curriculum that is standards-based and supported by SBE (State Board of Education) adopted or district-approved instructional materials. Staff will collaborate through the PLC process using four essential questions to ensure high levels of learning for all students:

What do we want students to learn? (What are our essential standards?)

How will we know students have learned it? (Common formative assessment and data analysis)

What will we do when students have not learned it? (Intervention and remediation)

What will we do for students who already know it? (Extension)

Action1: Pacing/Scope and Sequence Guides, PLC Work

All grade levels will provide instruction based on the district approved pacing/scope and sequence guides for the adopted curriculum and data from formative assessments.

Action 2: Research-Based Strategies

All grade levels will use common, purposeful, research-based instructional strategies incorporated into daily high-quality lesson design.

Science of Reading-based phonics and literacy instruction, with staff members trained in Orton-Gillingham Strategies.

Increased use of informational text

Close reading

Text-Dependent Questions

Academic Vocabulary Development

Annotation

Graphic Organizers and Thinking Maps

Application of increased Depth of Knowledge to instruction, activities, and assessments

Number talks, ELD/vocabulary integration during math instruction

Use of manipulatives and hands-on learning

Cross-disciplinary instruction

Technology integration (chromebooks)

Visual and Performing Arts Integration

Action 3: Progress Monitoring

In addition to classroom assessments, teachers will administer the required state and district assessments, as well as any interim measures determined by the site and district. Staff will analyze schoolwide, grade level, and subgroup data to determine the percentage of students meeting proficiency and in need of support and extended learning opportunities. The findings from these analyses will be used to modify instruction and will be shared with the students, families, and staff. Progress will be measured by the following:

Teacher reflection on performance on i-Ready assessments.

Assessment reports from sources including but not limited to CAASPP (California Assessment of Student Performance and Progress, Smarter Balanced Interim Assessments, ELPAC (English Language Proficiency Assessments for California), i-Ready, Basic Phonics Skills Test, district- and teacher created assessments, NextGen Assessments

Action 4: Extended Learning Opportunities and Events

School and staff will provide extended learning opportunities and events that enrich students' experiences in all subject areas, including, but not limited to:

Literacy development in the school library (coordinated with the Library Media Specialist)

Book Fairs

Digital Learning Opportunities

Gifted and Talented Education programs

Use of Designated GATE supports such as depth and complexity icons and content imperatives

Math Field Day

Field Trips (virtual and/or in-person)

Science Camp

Cross-age tutoring

Community speakers

Assemblies (virtual and/or in-person)

Online learning opportunities

Arts programs such as Meet the Masters and Quaver

Visual and Performing Arts Programs

Collaboration and contracts with agencies such as Cal Arts, College of the Canyons, and the City of Santa Clarita to provide arts and other learning opportunities for students.

Availability of technology equipment such as chromebooks, headphones, and hotspots for students to check out in order to be able to access digital resources at home.

Action 5: Supplementary Instructional Materials and Supplies to Support Instruction

Funding will be allocated for supplementary instructional materials, including but not limited to, workbooks, practice books, reading materials, periodicals, online programs and software, etc. Technology hardware (Chromebooks, hotspots, headphones) and software are provided to support student learning at school and at home.

Funding will be allocated to supplemental materials and services that will assist students in their learning, including but not limited to, GATE, ELD, etc., and that will assist teachers in their instruction. This may include toner for the reproduction of teacher-selected texts, duplication of materials, printer paper, writing paper, writing tools, easels, art supplies, whiteboards or smartpals, copier maintenance contracts, and other supplies.

Action 6: Purchase necessary technology and equipment to support instruction such as, but not limited to, copiers, computers, document cameras, LCD projectors, interactive flat panels, scanners, CD players, printers, speakers, LCD bulbs, toner, headphones, and peripherals to support instruction. This will also include costs associated with maintaining this equipment and duplication/lamination of instructional materials.

Action 7: Support Personnel

Program Specialists, Leadership Team, Gate Coordinator, Classroom Aides, and Paraprofessionals, Librarian, Campus Supervisors, and other school staff will work collaboratively to ensure books and supplies are available to students, particularly during virtual and limited onsite instruction.

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-23 School Year

Person(s) Responsible

Administrator, Teachers, Educational Assistants, Para Educators, Library Media Specialist

Proposed Expenditures for this Strategy/Activity

Amount	1800
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	books, student and teacher technology, supplies
Amount	50000
Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Library extra hours, Classroom aides and other classified staff (also for strategy 2- template won't allow addition of line)
Amount	5000
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Field Trips and Assemblies (Virtual and/or in person)
Amount	1500
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Hourly for Program Specialists/TOSAS (also for strategy 2- template won't allow addition of line)
Amount	4500
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	books, student and teacher technology, supplies
Amount	5000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Subs for release (Also for Strategy 2-template won't allow additional line)

Strategy/Activity 2

STRATEGY #2

INTERVENTION AND EXTENSION PROGRAM: Ensure that every student working below grade level standards, including English learners, students with disabilities and any other students not meeting standards, are provided with strategic and intensive intervention and summer school opportunities, including appropriate intervention materials and extended learning time.

Action 1: Support Personnel

The Program Specialists, 504 and SST Coordinators, Intervention TOSAs, Leadership Team, Social Workers/Counselors, Gate Coordinator, Classroom Aides, and Paraprofessionals will work collaboratively with teachers to create interventions, assess data, provide 3rd grade GATE testing, provide information, target and monitor students in need of support, and place and instruct students in programs and classes specific to the academic need of each one. Extra-duty Extra Pay hours and substitutes for release time shall be allotted as needed for support personnel. They shall produce intervention supports for the classroom and summer school, especially for those identified as At-Risk, Newcomers, and Long Term English Learners. Education assistants, as available, will be utilized to provide one-on-one or small group instruction. Certificated substitute teachers, as available, may be utilized to provide targeted intervention support during the school day. Library staff, as available, will be utilized to provide literacy support in the library. Certificated staff, Educational Assistants, and Paraeducators as needed, will be utilized to provide assessment, individual and small group instruction, and targeted intervention before, during, and after school. Teaching and necessary support staff shall be hired and trained for summer school. Outside agencies may be contracted as needed to provide intervention and tutoring support. School Social Worker or Counselor shall support with reengagement meetings to keep students engaged in both online and in-person learning.

Action 2: Small/Academically Homogeneous Grouping, Tutoring, and Summer School

Grade level and grade band regrouping of students will be utilized to identify small or homogenous groups for specific instructional blocks (i.e. Math, ELA, ELD) as identified through analysis of multiple measures. Remediation and intervention materials such as, but not limited to, Orton-Gillingham materials, Heggerty, SIPPS, Sonday, Read Naturally, and Rewards. Summer School opportunities will be provided for students achieving below grade level.. Daily differentiated instruction will be provided for students with IEPs to meet their IEP goals. During any COVID-19 Health Crisis and related partial school campus closures, individual and small groups of students will be brought back on campus for assessment, instruction, and support as allowed per the Los Angeles County Health Department. School Social worker or counselor will work with students who need assistance engaging in online or in-person instruction and schoolwork through reengagement plans and small group and individual meetings. Administrator will contract with an outside company for tutoring hours.

Action 3: Student Study Team (SST)

The SST will meet regularly to review referrals for students that need additional social, emotional, and academic support to be successful in school. Teachers will be released to attend these meetings as necessary. Teachers will receive ongoing support in the use of the BeyondSST program and implementation of interventions.

Action 4: Books and Supplies to Support Intervention

Funding will be allocated to supplemental materials that will assist students in their learning and assist teachers in providing intervention and summer school. This may include, but not limited to, technology devices such as Chromebooks, CD player, intervention materials/programs, books, software or online programs, toner for the reproduction of teacher-selected texts, duplication of materials, printer paper, writing paper, writing tools, and copier maintenance contracts.

Students to be Served by this Strategy/Activity

All Students

Timeline

2020-2021 School Year

Person(s) Responsible

Administrator, Teachers, Educational Assistants, Para Educators, Library Media Specialist

Proposed Expenditures for this Strategy/Activity

Amount	15000
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	intervention teaching outside of school hours

Strategy/Activity 3

Strategy #3

PROFESSIONAL DEVELOPMENT AND COLLABORATION TIME: Provide professional development and regular opportunities for data-based collaboration for all teachers.

Action 1: Release Days and Extra Duty Extra Pay Hours

Teachers and supporting staff will receive release time during site-and district- scheduled professional development and collaboration/planning days and grade level and staff PD meetings. Articulation between grade levels will be incorporated during these meetings. Peer visits will be utilized when possible for continuous collaboration to improve instruction. Teachers and other staff will be provided extra duty pay hours and substitutes for release time as necessary. Release time may be provided by utilizing district subs or by such means as contracts with agencies including but not limited to Cal Arts, the YMCA, and Playworks to provide enrichment for students while allowing release for collaboration time for teachers during the school day.

Action 2: Collaboration for Student Needs

Teachers and supporting staff will collaborate to ensure that all learner needs are met (such as English Learners, and Students with Disabilities). All K-6 teachers will align their instruction to the California Standards, developing standards-aligned lessons, activities, and assessments. Teachers will work together to analyze assessment results and adjust. Special education staff will collaborate with the general education staff to plan and develop techniques/strategies that best meet the needs of students. Teachers will meet with parents and other staff for SST, IEP, 504, and intervention meetings to determine intervention and supports for students. Staff serving on planning committees (such as School Site Council, English Learner Advisory Committee, Title I, Positive Behavior Intervention and Supports, Emergency, etc.) will collaborate to conduct needs assessments, analyze data and revise plans as needed. Teachers and other staff will be provided extra duty pay hours and substitutes for release time as necessary.

Action 3: Training and Professional Development

All staff members (certificated, classified and administrative) will be provided with professional development opportunities and training on the California State Standards and Frameworks, Implementation of Professional Learning Communities and Multi-Tiered Systems of Support, best practices in instruction, intervention strategies, data analysis, assessments, student behavior management, student social-emotional support strategies, digital literacy, and technology and arts integration. Ongoing professional development opportunities will be provided by district Teachers on Special Assignment and the administration. Staff will be offered opportunities to attend conferences and workshops offered by the district, county, and other educational organizations and professional development providers. Rio Vista will focus on training staff in Orton-Gillingham techniques for reading and vocabulary, Heggerty, YouCubed Math, number talks, and ELD-math integration. All teachers will have the opportunity to attend training related to the Common Core State Standards and Smarter Balanced Assessments. Teachers and other staff will be provided extra duty pay hours and substitutes for release time as necessary.

Action 4: Books and Supplies to Support Professional Development

Funding will be allocated to supplemental materials that will assist teachers in the implementation of new strategies, data analysis and collaboration. This may include professional development books and resources, toner for printing data reports, duplication of materials, printer paper, and copier maintenance contracts.

Students to be Served by this Strategy/Activity

All Students

Timeline

2020-2021 school year

Person(s) Responsible

Administrator, Teachers, Educational Assistants, Para Educators, Library Media Specialist, Campus Supervisors

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra-Duty Extra Pay and sub time for collaboration and staff Development, and to assist in releasing teachers for collaboration
Amount	11000
Source	Title I Part A: Allocation
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Staff Development
Amount	500
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Books and supplies to support staff development
Amount	5000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra-Duty Extra Pay and sub time for collaboration and staff Development
Amount	45000
Source	Title I Part A: Allocation
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Vendors such as Playworks, YMCA, and Cal Arts to provide Enrichment activities and release teachers for collaboration
Amount	4500
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Subs and Extra Duty Extra Pay for collaboration time

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Parental Engagement & Core Services

Goal Statement

Rio Vista will increase meaningful communication with parents and all stakeholders, parent input in decision-making, participation from parents of students in the English Language Development Program, Special Education, and other under-represented groups, and engagement of parents and guardians as partners in student learning.

LCAP Goal

Parental Engagement & Core Services - Engage parents in the school community and decision making process to create a core instructional program appropriate for the Basic Conditions of Learning necessary for all students.

Basis for this Goal

The 2019-20 school year brought a shift in the method of home/school communication for the Saugus Union School District and the Rio Vista Community, as the entire district went to exclusive use of ParentSquare for written Home-School Communication. While all Rio Vista parents were reachable by email or text, metrics showed that many parents did not open messages, and approximately 20% of parents regularly did not respond to weekly checklists sent out after schools were closed due to the COVID-19 pandemic. Parent response to the LCAP survey was very low, with only 6% responding. Those parents who did respond to the survey, 97% agreed that the school communicates regularly with families (e.g., parent conferences, phone calls, emails, etc.) for classroom and school-wide activities and that the school keeps everyone informed of important incidents at the school or in the community if they impact the school. However, those responding to the survey would have been parents who read ParentSquare communications. Rio Vista Staff must consistently use ParentSquare and ensure that ALL parents understand how to use ParentSquare and the importance of reading messages.

Parent involvement at Rio Vista is inconsistent. Meetings that involve the whole family such as our PajamaRama Literacy Night and our VIP Day where families can visit school in the morning are very well attended, with the 2019-20 events being close to building capacity. Site Council and PTA positions are difficult to fill, and only the PTA executive board members generally attend PTA meetings. ELAC meetings are well-attended. Only 78% of parents who responded to our LCAP survey indicated agreement that the school promotes parent participation in decision making that affects school, and only 81% agreed that when there is a problem at school, parents and staff (teachers, administrators, classified) work together to solve it. This indicates that we need to work harder to engage parents in decision-making dialogue, particularly by engaging them in meeting formats that interest them and by ensuring conversation involves heavy parent input and discussion. This is a challenge as we begin the 2020-21 school year with closures and the inability to gather or invite parents onto the school campus due to the COVID-19 Pandemic.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
All teachers communicate weekly to parents via ParentSquare	2021-22 All teachers consistently using ParentSquare for Parent messaging. 88% of teachers posting regular weekly news for parents.	2022-23, 100% of teachers utilizing ParentSquare for parent communication, including one weekly post with classroom news or information.
Annual LCAP Survey Response Rate	2021-22, 20% of families responded to the annual LCAP survey.	2022-23: 50% or more of families respond to LCAP Survey.
Attendance at Parent Education and Information Meetings	2021-22: Average attendance at general parent meetings such as Coffee with the Principal, Title 1,	2022-23: Increase attendance at Parent Education Events and Meetings to 30-50.

Metric/Indicator	Baseline	Expected Outcome
	PTA, and Parent Education Nights was 15 people. Approximately 40 parents participated in CAFE classes, and 6 in Latino Family Literacy project.	
Annual LCAP Survey	2021-22: 88% of parents who responded to our LCAP survey indicated agreement that the school promotes parent participation in decision making that affects school.	2022-23: 92% of parents who responded to our LCAP survey indicate agreement that the school promotes parent participation in decision making that affects school.

Planned Strategies/Activities

Strategy/Activity 1

PARENT COMMUNICATION:

Parents will receive newsletters and important information weekly.

Administrator, teachers, staff, and parents will utilize ParentSquare and or other district-approved communication methods to send weekly newsletters, for conference signups, forms and permissions, and direct messages. Paper copies will be used as necessary.

School staff will use social media and programs such as Canva to create and disseminate school information and allow parents and the community to see what is happening at school.

The Saugus Union School District, School, and/or 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...)

School will provide translation for home-school communication.

Administrator will provide interpretation and/or translation at meetings as needed for parents. (Conferences, SSTs, 504s, IEPs, Title I, ELAC, SART/DART/SARB attendance meetings, Site Council, GATE, family academies, parent workshops/classes, etc.)

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

Computers will be available on the school campus (office and/or library) and for checkout to help parents complete online registration, complete other forms, get information, and participate in online Parent Meetings.

Office staff and other classified employees will call parents to remind them to respond to ParentSquare Surveys and provide assistance in using the ParentSquare app.

District Tech TOSAs and Rio Vista Staff will conduct workshops and one-to-one assistance to assist parents in learning to use ParentSquare and other district electronic communications.

Funding will be provided to cover the cost of materials, and supplies. Materials and supplies may include toner for the reproduction of resources, duplication of materials, printer paper, edibles, and copier maintenance contracts.

Students to be Served by this Strategy/Activity

All Students

Timeline

2021-2022 School Year

Person(s) Responsible

Administrator, Staff, Parents and community as appropriate for each strategy/activity

Proposed Expenditures for this Strategy/Activity

Amount	5500
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra hourly for classified staff to communicate with parents regarding school instruction and activities, in both English and Spanish
Amount	2000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Supplies for parent communication

Strategy/Activity 2

PARENT MEETINGS AND EDUCATIONAL ACTIVITIES: Rio Vista will hold regular meetings for parents to inform them of all site initiatives and programs and to educate them on all site policies and LEA legal requirements. The site will offer parents opportunities to increase their awareness of educational policies and practices that support student achievement and those practices that empower them as parents and enrich their social/emotional well-being.

Utilize ParentSquare messaging and alerts (text and phone call) to remind parents the day before events are scheduled.

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 teachers will schedule outreach events for all stakeholders (VIP/Grandparent Day, Career Day, Eco Day, Literacy Events, etc...)

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

Include Parent Representation on School Site PBIS Team and other committees such as attendance committee.

Establish Parent Involvement Groups such as Watch D.O.G.S. (Dads of Good Students).

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 needs assessment, revising current SPSA and discussions of data.

Provide parent education classes on on varying topics including: standards, curriculum, assessments, English Language Development, technology use, the school system, school attendance, how to help their students succeed in school, attendance, and healthy habits. When possible, parents will be invited to participate in trainings or to attend conferences on topics that include but are not limited to: parenting, helping students in academics and health, nutrition, safety. Contract with California Association for Bilingual Education (CABE) for Level 2 of Project 2 Inspire.

During school closure due to the COVID-19 Pandemic, and while parents may not gather on campus, provide family engagement activities that allow engagement not only via videoconference, but through hands-on activities away from the computer screen.

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

Partner with PTA for community events.

Provide childcare for parent meetings (as necessary)

Provide Extra Duty Extra Pay for staff preparing and presenting Parent Education Nights

Funding will be provided to cover the cost of books, materials, and supplies. Materials and supplies may include toner for the reproduction of resources, duplication of materials, printer paper, edibles, and copier maintenance contracts.

Provide food for parents at school-based events.

Students to be Served by this Strategy/Activity

All Students

Timeline

2021-22 School Year

Person(s) Responsible

Administrator, Staff, Parents and community as appropriate for each strategy/activity

Proposed Expenditures for this Strategy/Activity

Amount	14000
Source	Title I Part A: Parent Involvement
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Organizations to provide parent engagement activities and supplies
Amount	500
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Supplies for parent engagement courses
Amount	500
Source	Title I Part A: Parent Involvement
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra Duty Hourly and Sub Time for Release for planning and delivery of Parent Involvement Activities

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Student Engagement & Wellness

Goal Statement

Increase student engagement and attendance, connectedness to school and community, and physical and emotional wellness.

LCAP Goal

Student Engagement & Wellness - Create school environments that are responsive to student and stakeholder Social Emotional Learning (SEL) needs to increase their engagement and connectedness to learning and school.

Basis for this Goal

Returning to full-time in-person instruction after over a year of shut-down, online, and hybrid instruction brings many social emotional challenges for our students. Our student LCAP survey from 2021-22 indicated that only 58% of students agreed that they look forward to coming to school while 25% neither agreed nor disagreed. Only 62% of students agreed that school is a happy place where people are friendly, kind, and all are part of school events. Distancing and masking regulations dampened activities and relationship building for our students for most of the school year.

The COVID-19 Pandemic has brought challenges to our community. While our last reported chronic absentee data is from 2018-19 (6.4%) and was on the decline prior to Covid shutdown and online learning, Covid surges brought attendance challenges. Re-engaging our students and families in regular attendance habits, especially as the Pandemic continues, will continue to be a challenge, as will meeting the social-emotional needs of our students.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student LCAP Survey (completed by 3-6 graders)	in 2021-22, 58% of students agree that they look forward to coming to school. 25% neither agree nor disagree.	Increase students who look to coming to school to no less than 85%.
Student LCAP Survey (completed by 3-6 graders)	in 2021-22, 62% of students agreed that school is a happy place where people are friendly, kind, and all are part of school events.	Increase percentage of students who agree that school is a happy place to no less than 85%.
Chronic Absenteeism Data (CA School Dashboard)	in 2018-19, the last year that the state reported chronic absenteeism data, Rio Vista's Chronic Absenteeism rate was 6.4%. Preliminary 2021-22 data shows approximately a 13% Chronic Absentee rate.	Decrease the chronic absenteeism rate to 7%.
Suspension data	Suspension data from the 2021-22 indicates 0.4% students suspended at least once.	Maintain a 0% suspension rate.
		.

Planned Strategies/Activities

Strategy/Activity 1

Institute a House System to Promote Student Engagement and Increase Attendance.

Provide Student activities and Lessons that promote social-emotional learning, school connectedness, wellness, and safety.

Rio Vista will conduct staff and student surveys each year regarding safety, connectedness, and PBIS (Positive Behavior Interventions and Supports) implementation at school.

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.

Teachers K-6 will complete Social Emotional Learning lessons using Sanford Harmony SEL curriculum.

Teachers will teach and reteach PBIS behavior expectations throughout the school year.

Staff will model kindness, respect, and caring.

Staff will maintain a culturally responsive school environment.

Conduct home visits when necessary to determine student needs.

Conduct regular Spirit Assemblies or virtual announcements that promote character building, PBIS, anti-bullying messages, and equity and inclusiveness.

Provide staff training as needed in the areas of social emotional learning, PBIS, restorative practices, equity, and student leadership.

Provide tiered system of supports for student behavior and social-emotional learning, including check-in/check-out, behavior SSTs, behavior support plans, behavior support teams.

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

In addition to individual student support, provide counselor-led groups for social skills, counseling, and social-emotional learning.

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.

Provide professional development for school staff in PBIS, restorative practices, SEL, and methods to increase student engagement and attendance.

Provide substitutes for release time and extra duty pay for teachers for planning time, professional development opportunities, SST and IEP meetings and collaboration, PBIS Site Coach, PBIS Site Teams, behavior support meetings and planning, and working with student leadership/engagement teams.

Participate in events such as Red Ribbon Week and Great Kindness Challenge Activities.

Provide Interactive Activities such as Spirit Days/Weeks and Career Day.

Provide Equity-Building information and activities for SUSD Board recognized events such as Hispanic American Heritage Month, Black History Month, and Women in History Month.

Provide leadership and community engagement activities for students such as student council and Red Nose Day.

Motivational Field Trips and Assemblies will be scheduled as possible.

Digital Citizenship lessons will be taught by teachers.

Student recognitions will be conducted.

Funding will be allocated to provide additional student supervision, as needed, to ensure a safe and healthy learning environment.

Supplies to Enhance Safety: Funding will be allocated to resources and materials for students and student supervision during unstructured times (arrival, dismissal, lunch, recess, etc.) and emergencies. This may include, but not limited to, walkie-talkies, batteries, megaphone/mike system, identification tags, car tags, vests, staff shirts, stickers, tents, playground equipment, emergency supplies (buckets, first aid kits, helmets, flashlights, signage, fanny packs/backpacks, etc.), consultant services, speaker system, and transportation service. & posters.

Funding will be allocated for supplementary instructional materials, including but not limited to, workbooks, practice books, reading materials, periodicals, online programs and software, etc. Funding will be allocated to supplemental materials and services that will assist students in their learning and teachers in their instruction. This may include posters, banners, signage, toner for the reproduction of teacher-selected texts, duplication of materials, printer paper, writing paper, writing tools, easels. Funding will be allocated for supplementary materials for implementation of school climate initiatives (ie. House System and PBIS) such as incentives and items for House system activities.

Students to be Served by this Strategy/Activity

All students K-6

Timeline

2020-2021 School year

Person(s) Responsible

Administrator, Teachers, Office Staff, School Counselor/Social Worker, Campus Supervisors, Custodians

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Books and Supplies
Amount	3000
Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Staff Professional Development
Amount	500
Source	LCFF - Supplemental

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

Extra duty extra pay and sub release for planning and implementation of activities

Strategy/Activity 2

Increase Attendance and Engagement

Institute an Attendance Committee to review attendance data, set goals, and implement incentives for students.

Schedule attendance incentive activities and rewards for students throughout the year.

Utilize the House System for competition for attendance rewards.

At the beginning of the school year, meet with families with a history of chronic absenteeism to set goals and create attendance contracts.

Throughout the school year, communicate to students and parents the District's and Rio Vista's attendance policies.

Educate parents about the risk factors for youth absenteeism and truancy.

Closely monitor attendance and inform parents about the importance of attendance when their children begin to show absenteeism patterns.

Conduct SART and DART meetings with parents and refer for SARB as necessary.

Conduct home visits when necessary to determine student needs.

School staff will follow up via phone calls and/or videoconference with families regarding attendance and engagement when a student has an unexcused absence or is showing a pattern of lack of attendance or engagement.

Rio Vista will put in place a multi-tiered system of supports for student attendance and engagement.

School Counselor/Social Worker will work with students and families as necessary to reengage in attendance and learning.

Parent-Student-Teacher contracts will be completed to assist in goal-setting in the areas of attendance and engagement.

Funding will be allocated for supplementary instructional materials, including but not limited to, workbooks, practice books, reading materials, periodicals, online programs and software, etc. Funding will be allocated to supplemental materials and services that will assist students in their learning and teachers in their instruction. This may include toner for the reproduction of teacher-selected texts, duplication of materials, printer paper, writing paper, writing tools, easels.

Students to be Served by this Strategy/Activity

All Students

Timeline

2020-2021 School Year

Person(s) Responsible

Administrator, Teachers, Office Staff, School Counselor/Social Worker

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Books and supplies for activities to increase attendance

Strategy/Activity 3

INCREASE PHYSICAL FITNESS AND HEALTH OF OUR STUDENTS

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

Contract with outside agencies such as YMCA and Playworks to work with students and staff to implement physical fitness activities and structured play.

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

TOSA will work with teachers to implement standards-aligned PE instruction.

Purchase materials for use in PE instruction.

Provide differentiated instruction for students with IEPs to meet their IEP goals.

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

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

Site will provide training for Campus Supervisors to promote healthy physical activity during recess.

Contract with organizations to provide additional instruction and/or intramural programs in physical education activities.

Purchase materials/computer programs/software to assist in providing PE instruction for indoors and at home.

Provide fitness/health-aligned assemblies/programming.

Implement incentive program to promote physical fitness.

Provide health science and nutrition instruction for our students.

Funding will be allocated for supplementary instructional materials, including but not limited to, P.E. equipment, devices such as timers, workbooks, practice books, reading materials, periodicals, online programs and software, etc. Funding will be allocated to supplemental materials and services that will assist students in their learning and teachers in their instruction. This may include toner for the reproduction of teacher-selected texts, duplication of materials, printer paper, writing paper, writing tools, easels.

Students to be Served by this Strategy/Activity

All students

Timeline

2020-21 School Year

Person(s) Responsible

Administrator, Teachers, PE TOSA, Campus Supervisors

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Books & Supplies
Amount	250
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	extra hourly and sub time for planning and implementing activities

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

English Learner Academic Needs

Goal Statement

Increase English language proficiency by one ELPAC level for ELL students K-6. Reclassify 15% of our English Learners.

LCAP Goal

English Learner Academic Needs - Provide instructional opportunities necessary to ensure English Learner academic achievement and their appropriate acquisition of English.

Basis for this Goal

Our 2019 California Dashboard rates our English Learner progress as "high," with 50% of our students moving up at least one ELPAC level and 8% already at level 4. Our English Learners continued to be one of our lower performing subgroups on the 2019 CAASPP in both ELA and Math. However, our reclassified English Learners outperformed our English-only students in ELA and math by a significant margin. 41% of our students either maintained or dropped an ELPAC level in the 2018-19 school year. The Pandemic and online schooling was particularly difficult for our ELs, who did not have the full-school day opportunity to engage in English Language instruction and daily communication in English. In the 2020-21 school year, 59% of our students maintained or dropped an ELPAC level.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California State Dashboard	2021-22, xx% of students moved up an ELPAC level.	2022-23, 75% of students move up an ELPAC level.
English Learner Reclassifications	2021-22, xx% of English Learners Redesignated as Fluent English Proficient.	2022-23, 15% of English Learners Redesignated as Fluent English Proficient.

Planned Strategies/Activities

Strategy/Activity 1

INCREASE ENGLISH LEARNER PROFICIENCY:

Strategy: Increase English Learner Proficiency through Designated and Integrated English Language Development:

Analyze ELPAC data to determine which students are not growing and/or are in danger of becoming Long Term English Learners (LTELs), and provide those students additional supports.

Implement formal Goal-Setting with students, followed by conferences with parents so students understand what they need to do to increase English Language Proficiency, and parents know what they can do to help.

Implement Designated ELD using Systematic ELD, Wonders, or Studysync program for at least 30 minutes per day.

Implement integrated ELD throughout the school day, working with Math TOSAs to focus on math/ELD.

Collaborate with grade level and cross grade level colleagues to plan ELD lessons and analyze assessments.

Schedule instructional assistants and Intervention TOSA support to assist with English Language Development, focusing on Newcomers and Long Term English Learners

Schedule substitute/release time and/or provide extra duty pay and hours for teachers to administer ELPAC testing

Provide ELD students the opportunity to attend summer school as available.

Provide substitute/release time and/or extra hours to plan designated and integrated ELD lessons and other EL student supports.

Work with consultant(s) ELD Coaches(s) and TOSA and align staff development to support implementation of designated and integrated ELD.

Provide Staff Development, release time, and substitutes and necessary to increase administrator, teacher, and instructional assistant proficiency in providing ELD lessons and implementing ELD Standards.

Supplies and Materials:

Purchase materials to support English Language Development.

Purchase software and programs (such as Rosetta Stone) to support English Language Development.

Students to be Served by this Strategy/Activity

English Learners

Timeline

2020-2021 School Year

Person(s) Responsible

Administrator, Teachers, Instructional Assistants, ELD Coaches

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Amount	1000
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra Duty Extra Pay hours for ELD related tasks

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Equity and Diversity

Goal Statement

By June 2023, we will increase cultural awareness and feelings of inclusion of staff, students, and parents by 10% as measured by end-of-year survey data

LCAP Goal

Goal #5: Diversity and Inclusion- Provide opportunities for staff and students to see themselves represented in our schools, understand the contributions all people make to our world, and respect those differences and include all perspectives when learning in school.

Basis for this Goal

In the 2021-22 school year, the percentage of Rio Vista students, parents, and staff members that agreed that students saw their family's culture represented at school and in their learning was less than 80%.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
District LCAP Survey	On the 2021-22 LCAP survey, 68% of students agreed that they see their family's culture represented in the school and the things they learn.	On the 2022-23 LCAP survey, 75% of students agree that they see their family's culture represented in the school and the things they learn.
District LCAP Survey	On the 2021-22 LCAP survey, 76% of parents agreed that their child sees their family's culture represented in the school and academic content taught.	On the 2022-23 LCAP survey, 81% of parents agree that their child sees their family's culture represented in the school and academic content taught.
District LCAP Survey	On the 2021-22 LCAP survey, 67% of staff members agreed that students sees their families' culture represented in the school and academic content taught	On the 2022-23 LCAP survey, 72% of staff members agree that students sees their families' culture represented in the school and academic content taught

Planned Strategies/Activities

Strategy/Activity 1

Strategy: Increase awareness and knowledge of our diverse cultures through regular school activities and lessons throughout the school year.

Provide information and activities for students, parents, and staff for SUSD Board recognitions such as Hispanic American Heritage Month, Black History Month, and Women in History Month, and integrate these recognitions into classroom lessons and activities.

Include music from diverse cultures when playing music on the playground and for activities.

Ensure school and classroom libraries include books that represent a diversity of cultures, and that those books are prominently displayed and used in classrooms.

When planning field trips, assemblies, and extra-curricular activities, ensure that cultural learning and activities are prominently included.

Survey parents, students, and staff to determine how they do or do not see their own culture represented at school

Involve students, parents, and staff in planning of cultural activities.

Schedule substitute/release time and/or provide extra duty pay and hours for staff to plan and implement cultural activities and lessons.

Provide Staff Development, release time, and substitutes and necessary to increase staff proficiency in cultural competence, equity, and diversity.

Supplies and Materials:

Purchase materials to support cultural inclusion.

Students to be Served by this Strategy/Activity

All Students

Timeline

2021-22 School Year

Person(s) Responsible

All School Staff

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Books and supplies for cultural activities
Amount	500
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra Duty and Sub Release for Planning Cultural Activities

Strategy/Activity 2

Increase Parent and Family Engagement in the Cultural Life and Representation of Rio Vista by including parents in the planning of events such as an International Festival and Dia del Nino.

Involve the English Learner Advisory Council and other parent groups in the planning of cultural events and activities.

Conduct Parent Engagement Activities such as Latino Family Literacy Project.

Schedule substitute/release time and/or provide extra duty pay and hours for staff to plan and implement family engagement activities and lessons.

Supplies and Materials:

Purchase materials to support parent engagement activities, including food for parents for school-based events.

Students to be Served by this Strategy/Activity

All Students

Timeline

2021-22 School Year

Person(s) Responsible

Rio Vista Staff, Rio Vista Parents

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 7

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 8

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 9

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 10

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 11

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 12

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 1

By June 2022, all students will grow by no less than 30 percent (30%) in proficiency as measured by the beginning and end of year i-Ready math and English Language Arts diagnostic assessments. The percentage of students who meet or exceed standards on the summative CAASPP and CAST assessments will grow by at least 5 percent (5%) in 2022. Students in socioeconomically disadvantaged, Hispanic, English Learner, and African American subgroups and students with disabilities will be monitored and supported to ensure growth is equal to or greater than whole-school growth goals.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Smarter Balanced/CAASPP Assessment - ELA - 3rd - 6th grades	21-22 CAASPP to reflect a minimum 5% increase in proficiency	Scores not yet released
Smarter Balanced/CAASPP Assessment Math 3rd -6th grades	21-22 CAASPP to reflect a minimum 5% increase in proficiency	Scores not yet released
CAST Science - 5th grade	21-22 CAST to reflect a 5% increase in students meeting or exceeding standards.	Scores not yet released
iReady ELA Diagnostic Assessment	End of year diagnostic to reflect 55% or more of students at Tier One.	Goal Met: 55% of students at Tier One. There was a growth of 30% in proficiency from beginning of the year, exactly matching our goal.
iReady Math Diagnostic Assessment	End of year diagnostic to reflect 55% or more of students at Tier One.	Goal Partially Met: 49% of students at Tier one. There was a growth of 37% in proficiency from beginning of the year, exceeding our goal of 30%.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
STRATEGY 1 Standards-based instruction: Ensure that every student in every classroom receives curriculum that is standards-based and supported by SBE (State Board of Education) adopted or district-approved instructional materials. Staff will collaborate through the PLC process using four essential questions to ensure high levels of learning for all students: What do we want students to learn? (What	STRATEGY 1 Staff did collaborate using the PLC process. However, collaboration time was severely limited due to staffing shortages brought about by the Covid-19 pandemic. Subs were not available to release students. Further, Health Department regulations regarding cohorting of students and social distancing made small group instruction difficult and moving students into	books, student and teacher technology, supplies 4000-4999: Books And Supplies Title I Part A: Allocation 20000	books, student and teacher technology, supplies 4000-4999: Books And Supplies Title I Part A: Allocation 51695
		Extra hourly for classified staff to assist with educational programs 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 500	
		Field Trips and Assemblies (Virtual and/or in person) 5000-5999: Services And	Field Trips and Assemblies (Virtual and/or in person) 5000-5999: Services And

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>are our essential standards?) How will we know students have learned it? (Common formative assessment and data analysis) What will we do when students have not learned it? (Intervention and remediation) What will we do for students who already know it? (Extension)</p>	<p>groups across classrooms impossible.</p> <p>ACTION 1: All grade level teams provided instruction based on the district approved pacing/scope and sequence guides for the adopted curriculum. Data from formative assessments was used, but not as robustly as planned.</p>	<p>Other Operating Expenditures Title I Part A: Allocation 1500</p> <p>Library extra hours, Classroom aides and other classified staff (also for strategy 2-template won't allow addition of line) 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 50000</p>	<p>Other Operating Expenditures Title I Part A: Allocation 2990</p> <p>Library extra hours, Classroom aides and other classified staff (also for strategy 2-template won't allow addition of line) 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 50325</p>
<p>Action1: Pacing/Scope and Sequence Guides, PLC Work All grade levels will provide instruction based on the district approved pacing/scope and sequence guides for the adopted curriculum and data from formative assessments.</p>	<p>ACTION 2: Teachers utilized Orton-Gillingham Strategies to teach students. Academic vocabulary was a focus, along with increased use of informational text, graphic organizers, and thinking maps.</p>	<p>Hourly for Program Specialists/TOSAS (also for strategy 2-template won't allow addition of line) 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 4000</p>	<p>Hourly for Program Specialists/TOSAS (also for strategy 2-template won't allow addition of line) 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 4000</p>
<p>Action 2: Research-Based Strategies All grade levels will use common, purposeful, research-based instructional strategies incorporated into daily high-quality lesson design. Science of Reading-based phonics and literacy instruction, with staff members trained in Orton-Gillingham Strategies. Increased use of informational text Close reading Text-Dependent Questions Academic Vocabulary Development Annotation Graphic Organizers and Thinking Maps</p>	<p>Number talks and ELD/vocabulary integration were a focus across all grade levels. Teachers studied mathematic progressions and utilized manipulatives to teach concepts.</p> <p>Chromebooks were utilized across the curriculum.</p> <p>Arts were integrated into core instruction, particularly in the area of language arts.</p> <p>ACTION 3: iReady diagnostic assessments, the Basic Phonics Skills Test, and Next Gen Math were heavily utilized to move students in and out of intervention groups. ELPAC scores were analyzed and used for goal setting and identification for areas</p>	<p>Hourly for Certificated Staff to provide supplemental instruction outside of school hours (also for strategy 2-template won't allow addition of line) 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 4000</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Application of increased Depth of Knowledge to instruction, activities, and assessments</p> <p>Number talks, ELD/vocabulary integration during math instruction</p> <p>Use of manipulatives and hands-on learning</p> <p>Cross-disciplinary instruction</p> <p>Technology integration (chromebooks)</p> <p>Visual and Performing Arts Integration</p> <p>Action 3: Progress Monitoring</p> <p>In addition to classroom assessments, teachers will administer the required state and district assessments, as well as any interim measures determined by the site and district. Staff will analyze schoolwide, grade level, and subgroup data to determine the percentage of students meeting proficiency and in need of support and extended learning opportunities. The findings from these analyses will be used to modify instruction and will be shared with the students, families, and staff. Progress will be measured by the following:</p> <p>Teacher reflection on performance on i-Ready assessments.</p> <p>Assessment reports from sources including but not limited to CAASPP (California Assessment of Student Performance and Progress, Smarter Balanced Interim Assessments, ELPAC</p>	<p>needed for improvement of instruction.</p> <p>ACTION 4: Extended learning activities were limited due to Covid-19 restrictions. We were unable to bring in outside providers to provide opportunities until the end of the school year. However, the district, with district funding, provided music lessons through a Cal Arts partnership. The library media specialist provided literacy lessons for students. Standards-based assemblies were provided for grades K-5 in late spring.</p> <p>ACTION 5: We provided additional supplementary materials such as Ready Common Core books and Orton Gillingham lessons to support instruction.</p> <p>ACTION 6: Technology equipment such as headphones and document cameras was purchased as needed.</p> <p>ACTION 7: Support personnel assisted as needed.</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>(English Language Proficiency Assessments for California), i-Ready, Basic Phonics Skills Test, district- and teacher created assessments, NextGen Assessments</p> <p>Action 4: Extended Learning Opportunities and Events</p> <p>School and staff will provide extended learning opportunities and events that enrich students' experiences in all subject areas, including, but not limited to:</p> <p>Literacy development in the school library (coordinated with the Library Media Specialist)</p> <p>Book Fairs</p> <p>Digital Learning Opportunities</p> <p>Gifted and Talented Education programs</p> <p>Use of Designated GATE supports such as depth and complexity icons and content imperatives</p> <p>Math Field Day</p> <p>Field Trips (virtual and/or in-person)</p> <p>Science Camp</p> <p>Cross-age tutoring</p> <p>Community speakers</p> <p>Assemblies (virtual and/or in-person)</p> <p>Online learning opportunities</p> <p>Arts programs such as Meet the Masters and Quaver</p> <p>Visual and Performing Arts Programs</p> <p>Collaboration and contracts with agencies such as Cal Arts, College of the Canyons, and the City of Santa Clarita to provide arts and other learning opportunities for students.</p>			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Availability of technology equipment such as chromebooks, headphones, and hotspots for students to check out in order to be able to access digital resources at home.</p> <p>Action 5: Supplementary Instructional Materials and Supplies to Support Instruction Funding will be allocated for supplementary instructional materials, including but not limited to, workbooks, practice books, reading materials, periodicals, online programs and software, etc. Technology hardware (Chromebooks, hotspots, headphones) and software are provided to support student learning at school and at home.</p> <p>Funding will be allocated to supplemental materials and services that will assist students in their learning, including but not limited to, GATE, ELD, etc., and that will assist teachers in their instruction. This may include toner for the reproduction of teacher-selected texts, duplication of materials, printer paper, writing paper, writing tools, easels, art supplies, whiteboards or smartpals, copier maintenance contracts, and other supplies.</p> <p>Action 6: Purchase necessary technology and equipment to support instruction such as, but not limited to, copiers,</p>			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>computers, document cameras, LCD projectors, interactive flat panels, scanners, CD players, printers, speakers, LCD bulbs, toner, headphones, and peripherals to support instruction. This will also include costs associated with maintaining this equipment and duplication/lamination of instructional materials.</p> <p>Action 7: Support Personnel Program Specialists, Leadership Team, Gate Coordinator, Classroom Aides, and Paraprofessionals, Librarian, Campus Supervisors, and other school staff will work collaboratively to ensure books and supplies are available to students, particularly during virtual and limited onsite instruction.</p>			
<p>STRATEGY #2</p> <p>INTERVENTION AND EXTENSION PROGRAM: Ensure that every student working below grade level standards, including English learners, students with disabilities and any other students not meeting standards, are provided with strategic or intensive intervention and summer school opportunities, including appropriate intervention materials and extended learning time.</p> <p>Action 1: Support Personnel</p>	<p>STRATEGY #2</p> <p>Students were provided with intervention and extension services during school and summer. Programs were primarily provided through district funding.</p> <p>ACTION 1: Teachers and paraprofessionals worked collaboratively to provide data- and research-based interventions for students. School social worker provided re-engagement meetings and strategies.</p> <p>ACTION 2: Small group learning was utilized as</p>	<p>Tutoring/Intervention Services 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation 1000</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>The Program Specialists, 504 and SST Coordinators, Intervention TOSAs, Leadership Team, Social Workers/Counselors, Gate Coordinator, Classroom Aides, and Paraprofessionals will work collaboratively with teachers to create interventions, assess data, provide 3rd grade GATE testing, provide information, target and monitor students in need of support, and place and instruct students in programs and classes specific to the academic need of each one. Extra-duty Extra Pay hours and substitutes for release time shall be allotted as needed for support personnel. They shall produce intervention supports for the classroom and summer school, especially those identified as At-Risk, Newcomers, and Long Term English Learners. Education assistants, as available, will be utilized to provide one-on-one or small group instruction. Certificated substitute teachers, as available, may be utilized to provide targeted intervention support during the school day. Library staff, as available, will be utilized to provide literacy support in the library. Certificated staff, Educational Assistants, and Paraeducators as needed, will be utilized to provide assessment, individual and small group instruction, and targeted intervention before,</p>	<p>possible with consideration to Covid-19 restrictions. Intervention groups were formed by class and grade level, receiving intensive instruction from the district TOSA and Aides as well as Rio Vista's Title 1 aides and their own teachers.</p> <p>ACTION 3: Student Study Team met to review student referrals. Meetings were conducted and recommendations made and supported. Release time was not available due to lack of availability of subs, so meetings were conducted before and after school.</p> <p>ACTION 4: Books and supplies were provided for intervention activities.</p>		

**Planned
Actions/Services**

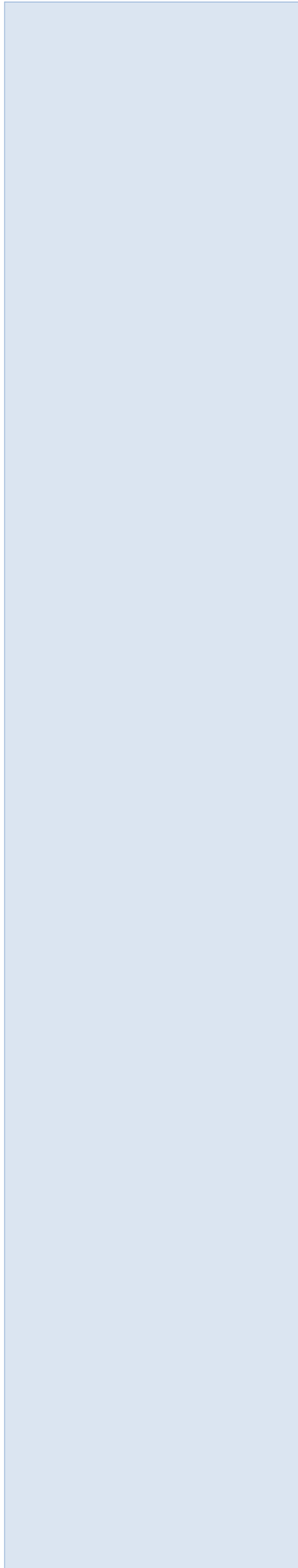
**Actual
Actions/Services**

**Proposed
Expenditures**

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during, and after school. Teaching and necessary support staff shall be hired and trained for summer school. Outside agencies may be contracted as needed to provide intervention and tutoring support. School Social Worker or Counselor shall support with reengagement meetings to keep students engaged in both online and in-person learning.

Action 2:
Small/Academically Homogeneous Grouping, Tutoring, and Summer School
Grade level and grade band regrouping of students will be utilized to identify small or homogenous groups for specific instructional blocks (i.e. Math, ELA, ELD) as identified through analysis of multiple measures. Remediation and intervention materials such as, but not limited to, Orton-Gillingham materials, Heggerty, SIPPS, Sonday, Read Naturally, and Rewards. Summer School opportunities will be provided for students achieving below grade level.. Daily differentiated instruction will be provided for students with IEPs to meet their IEP goals. During any COVID-19 Health Crisis and related partial school campus closures, individual and small groups of students will be brought back on campus for assessment, instruction, and support



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as allowed per the Los Angeles County Health Department. School Social worker or counselor will work with students who need assistance engaging in online or in-person instruction and schoolwork through reengagement plans and small group and individual meetings. Administrator will contract with an outside company for tutoring hours.

Action 3: Student Study Team (SST)
The SST will meet regularly to review referrals for students that need additional social, emotional, and academic support to be successful in school. Teachers will be released to attend these meetings as necessary. Teachers will receive ongoing support in the use of the BeyondSST program and implementation of interventions.

Action 4: Books and Supplies to Support Intervention
Funding will be allocated to supplemental materials that will assist students in their learning and assist teachers in providing intervention and summer school. This may include, but not limited to, technology devices such as Chromebooks, CD player, intervention materials/programs, books, software or online programs, toner for the reproduction of teacher-

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>selected texts, duplication of materials, printer paper, writing paper, writing tools, and copier maintenance contracts.</p>			
<p>Strategy #3 PROFESSIONAL DEVELOPMENT AND COLLABORATION TIME: Provide professional development and regular opportunities for data-based collaboration for all teachers.</p> <p>Action 1: Release Days and Extra Duty Extra Pay Hours Teachers and supporting staff will receive release time during site-and district- scheduled professional development and collaboration/planning days and grade level and staff PD meetings. Articulation between grade levels will be incorporated during these meetings. Peer visits will be utilized when possible for continuous collaboration to improve instruction. Teachers and other staff will be provided extra duty pay hours and substitutes for release time as necessary.</p> <p>Action 2: Collaboration for Student Needs Teachers and supporting staff will collaborate to ensure that all learner needs are met (such as English Learners, and Students with Disabilities). All K-6 teachers will align their instruction to the California Standards, developing standards-</p>	<p>PROFESSIONAL DEVELOPMENT AND COLLABORATION TIME: Professional development was provided for all staff. Opportunities for collaboration were provided, but limited.</p> <p>Action 1: Regular opportunities for data-based collaboration for teachers was limited due to lack of availability of substitutes. Teachers received extra duty extra pay to collaborate outside of contractual hours as they were able. Peer visits were not possible due to Covid-19 restrictions.</p> <p>Action 2: Teachers worked together to ensure student needs wer emet as planned. Time was limited due to lack of substitutes.</p> <p>Action 3: Staff was provided robust staff development in Orton-Gillingham techniques, You-Cubed Math, and PLC work. All other areas of staff development were also provided. Teachers were provided extra-duty extra-pay for this staff development.</p> <p>Action 4: Books and supplies were purchased to support staff development.</p>	<p>Extra-Duty Extra Pay and sub time for collaboration and staff Development, and to assist in releasing teachers for collaboration 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 1000</p> <p>Staff Development 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation 12000</p> <p>Books and supplies to support staff development 4000-4999: Books And Supplies Title I Part A: Allocation 3000</p> <p>Extra-Duty Extra Pay and sub time for collaboration and staff Development 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 20000</p>	<p>Staff Development 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation 10756</p> <p>Books and supplies to support staff development 4000-4999: Books And Supplies Title I Part A: Allocation 198</p> <p>Extra-Duty Extra Pay and sub time for collaboration and staff Development 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 6221</p>

**Planned
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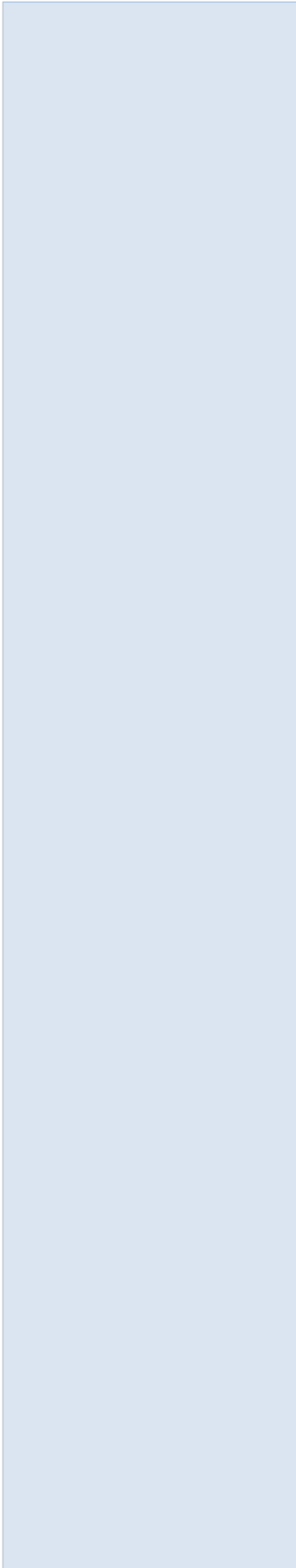
**Actual
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aligned lessons, activities, and assessments. Teachers will work together to analyze assessment results and adjust Special education staff will collaborate with the general education staff to plan and develop techniques/strategies that best meet the needs of students. Teachers will meet with parents and other staff for SST, IEP, 504, and intervention meetings to determine intervention and supports for students. Staff serving on planning committees (such as School Site Council, English Learner Advisory Committee, Title I, Positive Behavior Intervention and Supports, Emergency, etc.) will collaborate to conduct needs assessments, analyze data and revise plans as needed. Teachers and other staff will be provided extra duty pay hours and substitutes for release time as necessary.

Action 3: Training and Professional Development
All staff members (certificated, classified and administrative) will be provided with professional development opportunities and training on the California State Standards and Frameworks, Implementation of Professional Learning Communities and Multi-Tiered Systems of Support, best practices in instruction, intervention strategies, data analysis, assessments, student



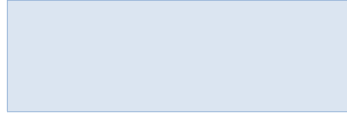
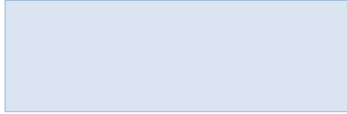
Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>behavior management, student social-emotional support strategies, digital literacy, and technology and arts integration. Ongoing professional development opportunities will be provided by district Teachers on Special Assignment and the administration. Staff will be offered opportunities to attend conferences and workshops offered by the district, county, and other educational organizations and professional development providers. Rio Vista will focus on training staff in Orton-Gillingham techniques for reading and vocabulary, YouCubed Math, number talks, and ELD-math integration. All teachers will have the opportunity to attend training related to the Common Core State Standards and Smarter Balanced Assessments. Teachers and other staff will be provided extra duty pay hours and substitutes for release time as necessary.</p> <p>Action 4: Books and Supplies to Support Professional Development Funding will be allocated to supplemental materials that will assist teachers in the implementation of new strategies, data analysis and collaboration. This may include professional development books and resources, toner for printing data reports, duplication of materials, printer paper, and copier maintenance contracts.</p>			

**Planned
Actions/Services**

**Actual
Actions/Services**

**Proposed
Expenditures**

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Expenditures**



Analysis

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

Our Staff Development in and implementation of Orton Gillingham techniques for teaching reading combined with our intervention program was implemented as planned. We were also able to implement math teaching strategies. Our PLC process was only partially implemented due to lack of availability of substitutes to release teachers for collaboration time, along with Covid health regulations that placed limitations on mixing and grouping of students for intervention.

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

The Orton Gillingham and intervention implementation was highly successful, even though there were obstacles to implementation such as personnel being pulled to other responsibilities and lack of support staff and substitutes. Analyzation of data to group students was effective, and we were especially able to effectively remediate phonics instruction across all grade levels. With math training, we were able to begin using number talks and integrating math/ELD vocabulary methods. Our math proficiency rate improved greatly over last year.

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

We spent significantly less money on personnel, as substitute teachers were not available and we were unable to hire support personnel such as aides due to lack of applications. We spent the money that would have been spent on personnel on supplies such as intervention books and materials.

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

It's imperative that with projected continued inavailability of substitutes to release teachers, we find other ways to create regular collaboration time. We will contract enrichment providers to work with students during the school day while teachers have collaboration time.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 2

Rio Vista will increase meaningful communication with parents and all stakeholders, parent input in decision-making, participation from parents of students in the English Language Development Program, Special Education, and other under-represented groups, and engagement of parents and guardians as partners in student learning.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
All teachers communicate weekly to parents via ParentSquare	2021-22, 100% of teachers utilizing ParentSquare for parent communication, including one weekly post with classroom news or information.	100% of teachers utilized ParentSquare for parent communication, but only 88% posted weekly with news or information.
Annual LCAP Survey Response Rate	2021-22: 75% or more of families respond to LCAP Survey.	22% of families responded to the LCAP survey.
Attendance at Parent Education and Information Meetings	2021-22: Increase attendance at Parent Education Events and Meetings to 10-15. (Meetings in 2021-22 continue to be online only at the beginning of the school year.)	By the end of the year, Parent Education Event attendance averaged 30-35.
Annual LCAP Survey	2021-22: 91% of parents who responded to our LCAP survey indicate agreement that the school promotes parent participation in decision making that affects school.	88% of parents agreed that the school promotes parent participation in decision. However, 0% of parents disagreed.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>PARENT COMMUNICATION:</p> <p>Parents will receive newsletters and important information weekly.</p> <p>Administrator, teachers, staff, and parents will utilize ParentSquare and or other district-approved communication methods to send weekly newsletters, for conference signups, forms and permissions, and direct messages. Paper copies will be used as necessary.</p>	<p>Parents received newsletters and important information weekly.</p> <p>ParentSquare was used for all referenced communication, with almost no use of paper copies.</p> <p>Social media use was limited, as parents used ParentSquare well and</p>	<p>Extra hourly for classified staff to communicate with parents regarding school instruction and activities, in both English and Spanish 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 5000</p> <p>Supplies for parent communication 4000-4999: Books And Supplies Title I Part A: Parent Involvement 500</p>	<p>Extra hourly for classified staff to communicate with parents regarding school instruction and activities, in both English and Spanish 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 500</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>School staff will use social media and programs such as Canva to create and disseminate school information and allow parents and the community to see what is happening at school.</p>	<p>supplemental apps were not necessary.</p>		
<p>The Saugus Union School District, School, and/or 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...)</p>	<p>Surveys were distributed. Incentives for return were difficult to implement, as they were online and anonymous, and we did not receive updates from the district to track for incentives.</p>		
<p>School will provide translation for home-school communication.</p>	<p>Translation was provided for communication and meetings.</p>		
<p>Administrator will provide interpretation and/or translation at meetings as needed for parents. (Conferences, SSTs, 504s, IEPs, Title I, ELAC, SART/DART/SARB attendance meetings, Site Council, GATE, family academies, parent workshops/classes, etc.)</p>	<p>Calendar of events was created.</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>Computers were available in the office and online. Parents did not have access to the library due to Covid-19 restrictions.</p>		
<p>Computers will be available on the school campus (office and/or library) to help parents complete online registration, complete other forms, and get information.</p>	<p>Parents were called regarding surveys.</p>		
	<p>Assistance was provided to parents to help them use electronic communications.</p>		
	<p>Funding was provided as needed.</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Office staff and other classified employees will call parents to remind them to respond to ParentSquare Surveys and provide assistance in using the ParentSquare app.</p> <p>District Tech TOSAs and Rio Vista Staff will conduct workshops and one-to-one assistance to assist parents in learning to use ParentSquare and other district electronic communications.</p> <p>Funding will be provided to cover the cost of materials, and supplies. Materials and supplies may include toner for the reproduction of resources, duplication of materials, printer paper, edibles, and copier maintenance contracts.</p>			
<p>PARENT MEETINGS AND EDUCATIONAL ACTIVITIES: Rio Vista will hold regular meetings for parents to inform them of all site initiatives and programs and to educate them on all site policies and LEA legal requirements. The site will offer parents opportunities to increase their awareness of educational policies and practices that support student achievement and those practices that empower them as parents and enrich their social/emotional well-being.</p> <p>Utilize ParentSquare messaging and alerts</p>	<p>Regular meetings such as Coffee with the Principal, Meetings with the Social Worker, and TOSA information sessions were provided.</p> <p>Regular messages and alerts were sent to remind parents of events.</p> <p>Translation was provided.</p>	<p>Organizations to provide parent engagement activities and supplies 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Parent Involvement 8000</p> <p>Supplies for parent engagement courses 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1000</p> <p>Extra Duty Hourly and Sub Time for Release for planning and delivery of Parent Involvement Activities 1000-1999: Certificated Personnel Salaries Title I Part A:</p>	<p>Organizations to provide parent engagement activities and supplies 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Parent Involvement 7000</p> <p>Extra Duty Hourly and Sub Time for Release for planning and delivery of Parent Involvement Activities 1000-1999: Certificated Personnel</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>(text and phone call) to remind parents the day before events are scheduled.</p>	<p>Only online events were scheduled due to Covid 19.</p>	<p>Parent Involvement 3000</p>	<p>Salaries Title I Part A: Parent Involvement 195</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>Events were scheduled and held.</p>	<p>Extra Duty Hourly and Sub Time for Release for planning and delivery of Parent Involvement Activities 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1000</p>	
<p>Administrator and teachers will schedule outreach events for all stakeholders (VIP/Grandparent Day, Career Day, Eco Day, Literacy Events, etc...)</p>	<p>TOSAS, teachers, principal, and social worker held meetings and trainings. The California Association for Bilingual Education offered Level 1 of Project 2 Inspire for our parents. Latino Family Literacy Project was also provided.</p>		
<p>Schedule and conduct parent meetings (Title I, ELAC, GATE, School Site Council, PTA, etc..)</p>			
<p>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 needs assessment, revising current SPSA and discussions of data.</p>	<p>Family engagement meetings that encouraged hands-on activities such as math games with dice and cards were held.</p>		
<p>Provide parent education classes on on varying topics including: standards, curriculum, assessments, English Language Development, technology use, the school system, school attendance, how to help their students succeed in school, attendance, and healthy habits. When possible, parents will be invited to participate in</p>	<p>We were unable to provide library time for families due to Covid-19 restrictions.</p>		
	<p>We were only unable to hold one event, a Dia del Nino family picnic, in conjunction with PTA, due to Covid-19 restrictions that were in place for most of the year. No child care was provided because parent meetings</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>trainings or to attend conferences on topics that include but are not limited to: parenting, helping students in academics and health, nutrition, safety.</p> <p>During school closure due to the COVID-19 Pandemic, and while parents may not gather on campus, provide family engagement activities that allow engagement not only via videoconference, but through hands-on activities away from the computer screen.</p> <p>Provide time and space to access instructional resources for parent/families (open library times and family library hour).</p> <p>Partner with PTA for community events.</p> <p>Provide childcare for parent meetings (as necessary)</p> <p>Provide Extra Duty Extra Pay for staff preparing and presenting Parent Education Nights</p> <p>Funding will be provided to cover the cost of books, materials, and supplies. Materials and supplies may include toner for the reproduction of resources, duplication of materials, printer paper, edibles, and copier maintenance contracts.</p> <p>Provide food for parents at school-based events.</p>	<p>were held online. Extra Duty was provided for staff.</p> <p>Funding was provided for books, materials, and supplies.</p> <p>No food was provided this year due to Covid 19.</p>		

**Planned
Actions/Services**

**Actual
Actions/Services**

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Analysis

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

These strategies were well-implemented, despite Covid-19 limitations. While we were not able to provide many in-person activities, we held many workshops and meetings online, and were able to engage our parents in this way.

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

While we did not meet our goal for LCAP response, our other measures were fairly strong. Parent attendance and engagement at meetings was high. Project 2 Inspire was highly successful, resulting in more parents attending meetings and volunteering for events outside of Project 2 Inspire.

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

We were unable to book subs for release time, and staff were not needed to provide in-person services such as child care.

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.

Next year, health regulations permitting, we intend to hold more in-person events. Online engagement has proved very successful, and we will endeavor to continue to provide online opportunities for our parents. We need to engage more of our male parents and guardians, and we plan to have a group especially for them as part of this same goal.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 3

Increase student engagement and attendance, connectedness to school and community, and physical and emotional wellness.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student LCAP Survey (completed by 3-6 graders)	Increase students who look forward to coming to school to no less than 85%.	58% agreed that they look forward to coming to school, with 25% neither agreeing nor disagreeing.
Student LCAP Survey (completed by 3-6 graders)	Increase percentage of students who agree that their school asks parents, employees, students help make decisions to no less than 85%.	79% agreed, but less than 5% disagreed.
Chronic Absenteeism Data (CA School Dashboard)	Decrease the chronic absenteeism rate to 4.4%.	Final data is not in, however our rate is at least 13%.
Suspension data	Maintain a 0% suspension rate.	Remains at 0%.
Counselor/Social Worker Data	Increase the number of small groups to teach social skills, and push Social Worker into classrooms to assist with SEL lessons.	Groups were increased, and social worker assisted with SEL.
	.	

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide Student activities and Lessons that promote social-emotional learning, school connectedness, wellness, and safety.	Activities and lessons were provided, including wellness, safety, and anti-bullying.	Books and Supplies 4000-4999: Books And Supplies Title I Part A: Allocation 3000	Books and Supplies 4000-4999: Books And Supplies Title I Part A: Allocation 500
Rio Vista will conduct staff and student surveys each year regarding safety, connectedness, and PBIS (Positive Behavior Interventions and Supports) implementation at school.	Surveys were conducted.	Staff Development 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation 1000	
All staff and students will demonstrate an understanding of the PBIS expectations at our site. All staff will support the	PBIS TFI showed that staff and students understand expectations. Teachers taught Sanford Harmony lessons.	Extra Duty, Extra Pay and Release time for certificated staff to plan and implement social-emotional and PBIS lessons and activities 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 1000	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>expectations in their classrooms and around the campus.</p>	<p>Teachers taught and retaught lessons.</p>	<p>Extra Duty, Extra Pay and Release time for classified staff to plan and implement social-emotional and PBIS lessons and activities 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 1000</p>	
<p>Teachers K-6 will complete Social Emotional Learning lessons using SEL curriculum.</p>	<p>Staff modeled.</p>		
<p>Teachers will teach and reteach PBIS behavior expectations throughout the school year.</p>	<p>Staff worked toward this end. We struggled and made changes in areas such as dress code implementation. Principal and Social worker conducted home visits.</p>		
<p>Staff will model kindness, respect, and caring.</p>	<p>Daily virtual announcements were made via video, and once possible, in-person Spirit Assemblies were held each Friday.</p>		
<p>Staff will maintain a culturally responsive school environment.</p>	<p>Social worker was trained in Restorative Practices, and teachers received Sanford Harmony training.</p>		
<p>Conduct home visits when necessary to determine student needs.</p>	<p>Tiered system of supports was in place, but not as robust as planned.</p>		
<p>Conduct regular Spirit Assemblies or virtual announcements that promote character building, PBIS, anti-bullying messages, and equity and inclusiveness.</p>	<p>Counseling was provided by social worker and referral to outside services.</p>		
<p>Provide staff training as needed in the areas of social emotional learning, PBIS, restorative practices, equity, and student leadership.</p>	<p>Groups were led by Social Worker.</p>		
<p>Provide tiered system of supports for student behavior and social-emotional learning, including check-in/check-out, behavior SSTs, behavior support plans, behavior support teams.</p>	<p>Safety drills were held.</p>		
<p>Provide counseling services to support school engagement, student</p>	<p>Peace Patrol was not implemented this year due to Covid-19 health</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>safety, and student achievement.</p> <p>In addition to individual student support, provide counselor-led groups for social skills, counseling, and social-emotional learning.</p> <p>Monthly safety drills practiced: fire, disaster, lockdown, to reinforce student understanding of what to do and how to be safe at school.</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>While gathering is restricted by the Health Department, school staff will facilitate online social gatherings for students to have an opportunity to connect outside of their own classrooms.</p> <p>Provide professional development for school staff in PBIS, restorative practices, SEL, and methods to increase student engagement and attendance.</p> <p>Provide substitutes for release time and extra duty pay for teachers for planning time, professional development opportunities, SST and IEP meetings and collaboration, PBIS Site Coach, PBIS Site Teams, behavior support meetings and planning,</p>	<p>regulations and need to keep students in cohorts.</p> <p>Online social gatherings were not needed.</p> <p>Professional development was limited due to lack of release time.</p> <p>Release time was not available for professional development, planning, and meetings. SST meetings were held outside of school hours.</p> <p>Tools were utilized as provided.</p> <p>Spirit Days were conducted throughout the year, but there was no Career day due to Covid-19 limitations.</p> <p>Activities were held each month.</p> <p>Student Council was elected at the end of the school year. They did not have the opportunity to engage until the end of the year.</p> <p>Assemblies were scheduled. We were unable to have field trips due to Covid-19.</p> <p>Teachers taught digital citizenship lessons.</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>and working with student leadership/engagement teams.</p> <p>Utilize tools provided by the Counselor Team such as 100 SEL Questions, Red Ribbon Week, and Great Kindness Challenge Activities.</p> <p>Provide Interactive Activities such as Spirit Days/Weeks and Career Day.</p> <p>Provide Equity-Building information and activities for SUSD Board recognized events such as Hispanic American Heritage Month, Black History Month, and Women in History Month.</p> <p>Provide leadership and community engagement activities for students such as student council and Red Nose Day.</p> <p>Motivational Field Trips and Assemblies will be scheduled as possible.</p> <p>Digital Citizenship lessons will be taught by teachers.</p> <p>Student recognitions will be conducted.</p> <p>Funding will be allocated to provide additional student supervision, as needed, to ensure a safe and healthy learning environment.</p> <p>Administrator and Head Custodian to work together to ensure that our campus, which has been newly painted and equipped with new</p>	<p>Student recognitions were only held at the district level and at the end of the school year.</p> <p>We had difficulty hiring staff, so we did not have additional supervision above and beyond what the district provided.</p> <p>Campus was kept clean and clutter-free.</p> <p>Supplies were purchased as needed.</p>		

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flooring and lighting, is kept clean and free of clutter.

Supplies to Enhance Safety: Funding will be allocated to resources and materials for students and student supervision during unstructured times (arrival, dismissal, lunch, recess, etc.) and emergencies. This may include, but not limited to, walkie-talkies, batteries, megaphone/mike system, identification tags, car tags, vests, staff shirts, stickers, tents, playground equipment, emergency supplies (buckets, first aid kits, helmets, flashlights, signage, fanny packs/backpacks, etc.), consultant services, speaker system, and transportation service. & posters.

Funding will be allocated for supplementary instructional materials, including but not limited to, workbooks, practice books, reading materials, periodicals, online programs and software, etc. Funding will be allocated to supplemental materials and services that will assist students in their learning and teachers in their instruction. This may include posters, banners, signage, toner for the reproduction of teacher-selected texts, duplication of materials, printer paper, writing paper, writing tools, easels.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Increase Attendance and Engagement</p> <p>Throughout the school year, communicate to students and parents the District's and Rio Vista's attendance policies.</p> <p>Educate parents about the risk factors for youth absenteeism and truancy.</p> <p>Closely monitor attendance and inform parents about the importance of attendance when their children begin to show absenteeism patterns.</p> <p>Conduct SART and DART meetings with parents and refer for SARB as necessary.</p> <p>Conduct home visits when necessary to determine student needs.</p> <p>School staff will follow up via phone calls and/or videoconference with families regarding attendance and engagement when a student has an unexcused absence or is showing a pattern of lack of attendance or engagement.</p> <p>Rio Vista will put in place a multi-tiered system of supports for student attendance and engagement.</p> <p>School Counselor/Social Worker will work with students and families as necessary to reengage in attendance and learning.</p>	<p>Attendance policies were communicated.</p> <p>Parents were educated regarding absenteeism and truancy.</p> <p>SART and DART meetings were held, however we fell behind at the end of the year due to staffing shortages. The valley SARB board was not constituted until the end of the school year, so we were unable to refer for SARB.</p> <p>Principal and Social Worker conducted home visits.</p> <p>School staff followed up with phone calls.</p> <p>We lacked staff and time to put in multi-tiered supports.</p> <p>School Social Worker worked with families.</p> <p>Contracts were completed.</p> <p>Funding was allocated.</p>	<p>Books and supplies for activities to increase attendance 4000-4999: Books And Supplies Title I Part A: Allocation 500</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Parent-Student-Teacher contracts will be completed to assist in goal-setting in the areas of attendance and engagement.</p> <p>Funding will be allocated for supplementary instructional materials, including but not limited to, workbooks, practice books, reading materials, periodicals, online programs and software, etc. Funding will be allocated to supplemental materials and services that will assist students in their learning and teachers in their instruction. This may include toner for the reproduction of teacher-selected texts, duplication of materials, printer paper, writing paper, writing tools, easels.</p>			
<p>INCREASE PHYSICAL FITNESS AND HEALTH OF OUR STUDENTS</p> <p>All K-6 teachers will provide 200 minutes of PE every 10 school days for all students.</p> <p>PE representative/TOSA and teachers will inventory PE equipment at the beginning of each year.</p> <p>TOSA will work with teachers to implement standards-aligned PE instruction.</p> <p>Purchase materials for use in PE instruction.</p>	<p>All physical fitness activities were conducted with the exception of contracting with organizations for intramural or additional instruction and incentive programs for physical fitness.</p>	<p>Extra Duty Hourly/Release time to plan and implement physical wellness activities 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 500</p> <p>Extra Duty Hourly/Release time to plan and implement physical wellness activities 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 500</p> <p>Books & Supplies for Physical Wellness Activities 4000-4999: Books And Supplies</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Provide differentiated instruction for students with IEPs to meet their IEP goals.</p> <p>Grade 5 teachers will work to prepare students for and conduct mandatory grade 5 Physical Fitness test for all grade 5 students.</p> <p>District and administrator will provide opportunities for professional development as needed for teachers K-6.</p> <p>Site will provide training for Campus Supervisors to promote healthy physical activity during recess.</p> <p>Contract with organizations to provide additional instruction and/or intramural programs in physical education activities.</p> <p>Purchase materials/computer programs/software to assist in providing PE instruction for indoors and at home.</p> <p>Provide fitness/health-aligned assemblies/programming.</p> <p>Implement incentive program to promote physical fitness.</p> <p>Provide health science and nutrition instruction for our students.</p> <p>Funding will be allocated for supplementary instructional materials,</p>		Title I Part A: Allocation 1000	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>including but not limited to, P.E. equipment, devices such as timers, workbooks, practice books, reading materials, periodicals, online programs and software, etc. Funding will be allocated to supplemental materials and services that will assist students in their learning and teachers in their instruction. This may include toner for the reproduction of teacher-selected texts, duplication of materials, printer paper, writing paper, writing tools, easels.</p>			

Analysis

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

Overall implementation of strategies was in line with our plan, but was hampered by lack of staffing and the unexpected challenges in absenteeism brought on by Covid-19. We were unable to keep up with individual meetings as planned. We were able, however, to provide parent engagement and attendance incentives that helped turn our attendance around during times we were not challenged by Covid surges. Covid also challenged our ability to implement student leadership activities, recognitions, and activities such as intramurals. We were able to provide physical fitness activities.

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

While our chronic absentee rate was much higher than expected, we were able to turn an even worse trend from early in the year by engaging in parent education, making home visits, and providing attendance incentives such as free recess for students. We need to be far more effective in engaging students in physical activity on the yard, as many of them don't remember or never learned to play schoolyard games and wandered around instead, not knowing what to do and often getting into conflict with each other. The masking and distancing required throughout the year created a disengaging environment for our students and was difficult to overcome. We were unable to mix students for student council until the end of the year, so student leadership activities suffered.

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

We spend more on supplies and less on personnel, as we had limited personnel available.

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

We will be instituting a house system to promote leadership and student engagement.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 4

Increase English language proficiency by one ELPAC level for ELL students K-6. Reclassify 15% of our English Learners.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California State Dashboard	2021-22, 75% of students move up an ELPAC level.	Data is not yet in at this time.
English Learner Reclassifications	2021-22, 15% of English Learners Redesignated as Fluent English Proficient.	25% of English Learners were redesignated.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>INCREASE ENGLISH LEARNER PROFICIENCY:</p> <p>Strategy: Increase English Learner Proficiency through Designated and Integrated English Language Development:</p> <p>Analyze ELPAC data to determine which students are not growing and/or are in danger of becoming Long Term English Learners (LTELs), and provide those students additional supports.</p> <p>Implement formal Goal-Setting with students, followed by conferences with parents so students understand what they need to do to increase English Language Proficiency, and parents know what they can do to help.</p>	<p>Staff analyzed data together.</p> <p>Goal setting was implemented.</p> <p>Designated ELD was taught daily.</p> <p>Integrated ELD implemented, including work with Math TOSAs.</p> <p>Collaboration was limited for most grade levels due to lack of availability of subs.</p>	4000-4999: Books And Supplies Title I Part A: Allocation 1000	
		Extra Duty Extra Pay hours for ELD related tasks 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 3000	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Implement Designated ELD using Systematic ELD, Wonders, or Studysync program for at least 30 minutes per day.	Lessons were scheduled.		
Implement integrated ELD throughout the school day, working with Math TOSAs to focus on math/ELD.	Supplemental funding was used to provide subs for ELPAC testing. Opportunity provided.		
Collaborate with grade level and cross grade level colleagues to plan ELD lessons and analyze assessments.	Extra hours were provided, but release time was not available.		
Schedule instructional assistants and Intervention TOSA support to assist with English Language Development, focusing on Newcomers and Long Term English Learners	District provided staff development. Staff development was provided, but optional.		
Schedule substitute/release time and/or provide extra duty pay and hours for teachers to administer ELPAC testing	There was no school closure this year.		
Provide ELD students the opportunity to attend summer school as available.	Materials purchased as needed.		
Provide substitute/release time and/or extra hours to plan designated and integrated ELD lessons and other EL student supports.			
Work with consultant(s) ELD Coaches(s) and TOSA and align staff development to support implementation of designated and integrated ELD.			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Provide Staff Development, release time, and substitutes and necessary to increase administrator, teacher, and instructional assistant proficiency in providing ELD lessons and implementing ELD Standards.</p> <p>During school closure due to COVID-19 Pandemic, bring small cohorts of English Learners to campus for on-campus assistance and instruction.</p> <p>Supplies and Materials:</p> <p>Purchase materials to support English Language Development.</p> <p>Purchase software and programs (such as Rosetta Stone) to support English Language Development.</p>			

Analysis

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

With the exception of release time, strategies were implemented as designed.

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

Goal-setting for students and parents and staff and parent education regarding the importance of reclassification and the road to get there was very effective in our upper grades in particular, resulting in a 24% reclassification rate. We saw less effectiveness in grade levels that did not engage in goal-setting with student involvement.

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

Substitutes were unavailable for release time.

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

We will implement goal-setting by students and parents across all grade levels as part of our strategies for this goal.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 5

By June 2022, we will increase cultural awareness and feelings of inclusion of staff, students, and parents by 10% as measured by end-of-year survey data

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
District LCAP Survey	On the 2021-22 LCAP survey, 67% of students agree that they see their family's culture represented in the school and the things they learn.	68% of students agreed that they see their family's culture represented.
District LCAP Survey	On the 2021-22 LCAP survey, 83% of parents agree that their child sees their family's culture represented in the school and academic content taught.	76% of parents agreed that they see their family's culture represented.
District LCAP Survey	On the 2021-22 LCAP survey, 70% of staff members agree that students see their families' culture represented in the school and academic content taught	67% of staff members agreed that students see their families' culture represented.

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Strategy: Increase awareness and knowledge of our diverse cultures through regular school activities and lessons throughout the school year.</p> <p>Provide information and activities for students, parents, and staff for SUSD Board recognitions such as Hispanic American Heritage Month, Black History Month, and Women in History Month, and integrate these recognitions into classroom lessons and activities.</p>	<p>information and activities were provided for students.</p> <p>Music from diverse cultures was played.</p> <p>Funding was provided to buy additional library books.</p>	<p>Books and supplies for cultural activities 4000-4999: Books And Supplies Title I Part A: Allocation 1,000</p> <p>Consulting, Field Trips, and Assemblies for Cultural Activities 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 1416</p> <p>Extra Duty Extra Pay and Release Time for planning and implementing Cultural Activities 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 500</p>	<p>Books and supplies for cultural activities 4000-4999: Books And Supplies Title I Part A: Allocation 4762</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Include music from diverse cultures when playing music on the playground and for activities.</p> <p>Ensure school and classroom libraries include books that represent a diversity of cultures, and that those books are prominently displayed and used in classrooms.</p> <p>When planning field trips, assemblies, and extra-curricular activities, ensure that cultural learning and activities are prominently included.</p> <p>Schedule substitute/release time and/or provide extra duty pay and hours for staff to plan and implement cultural activities and lessons.</p> <p>Provide Staff Development, release time, and substitutes and necessary to increase staff proficiency in cultural competence, equity, and diversity.</p> <p>Supplies and Materials:</p> <p>Purchase materials to support cultural inclusion.</p>	<p>We were unable to provide these activities due to Covid-19.</p> <p>We were unable to provide release time due to staffing shortages.</p> <p>District provided staff development this year.</p> <p>Materials were purchased.</p>	<p>Extra Duty Extra Pay and Providing Release Time for planning and implementing Cultural Activities 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 500</p>	
<p>Increase Parent and Family Engagement in the Cultural Life and Representation of Rio Vista by including parents in the planning of events</p>	<p>Due to Covid-19, activities were limited. We did have a Dia del Nino picnic.</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>such as an International Festival and Dia del Nino.</p> <p>Involve the English Learner Advisory Council and other parent groups in the planning of cultural events and activities.</p> <p>Conduct Parent Engagement Activities such as Latino Family Literacy Project.</p> <p>Schedule substitute/release time and/or provide extra duty pay and hours for staff to plan and implement family engagement activities and lessons.</p> <p>Supplies and Materials:</p> <p>Purchase materials to support parent engagement activities, including food for parents for school-based events.</p>	<p>ELAC made suggestions regarding events, but were slow to participate in planning.</p> <p>Latino Family Literacy took place.</p> <p>Extra duty time was provided for Latino Family Literacy.</p>		

Analysis

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

With the exception of field trips and activities, strategies were implemented. More staff development is necessary to increase cultural competency. Schoolwide participation and lessons during Black History month and Hispanic Heritage month was high.

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

While we had many more lessons and activities aimed at increasing cultural representation at school, it was not reflected in our data that staff and parents saw the difference.

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

We spent very little funding in this area, as release time was not available.

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

We need to conduct more research and surveys to see exactly what cultures and groups do not see themselves represented, and to discover how we can better represent these cultures in our school lessons and activities. This will be reflected in our parent and student engagement activities (Goals #3 and #4). With less restrictions around Covid -19, we will be able to provide more activities.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 6

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 6

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 7

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 7

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 8

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 8

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 9

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 9

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 10

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 10

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 11

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 11

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 12

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 12

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

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

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	151416
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	186,550.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental		
Title I Part A: Allocation	148942	11,942.00
Title I Part A: Parent Involvement	2474	-12,526.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	34,550.00
Title I Part A: Allocation	137,000.00
Title I Part A: Parent Involvement	15,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	37,750.00
2000-2999: Classified Personnel Salaries	55,500.00
4000-4999: Books And Supplies	15,300.00
5000-5999: Services And Other Operating Expenditures	8,000.00
5800: Professional/Consulting Services And Operating Expenditures	70,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	15,250.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	5,500.00
4000-4999: Books And Supplies	LCFF - Supplemental	8,800.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	5,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	22,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	50,000.00
4000-4999: Books And Supplies	Title I Part A: Allocation	6,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	56,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	500.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	14,000.00

School Site Council Membership

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

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

Name of Members	Role
Cheryl Cameron	Principal
Karla Delgadillo	Other School Staff
Jennifer Stradling	Classroom Teacher
Judy Hutt	Classroom Teacher
Krista Maynard	Classroom Teacher
Mullaney Phelps	Parent or Community Member
Levi Thompson	Parent or Community Member
Mori Saifi	Parent or Community Member
Claudia Chairez	Parent or Community Member
Ernesto Hernandez	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on June 8, 2022.

Attested:

Principal, Cheryl Cameron on June 8, 2022

SSC Chairperson, Mullaney Phelps on June 9, 2022

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Stakeholder Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

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

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

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

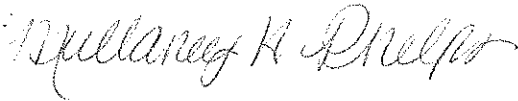
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on June 8, 2022.

Attested:



Principal, Cheryl Cameron on June 8, 2022



SSC Chairperson, Mullaney Phelps on June 9, 2022