

The Single Plan for Student Achievement

School: Rio Vista Elementary School
CDS Code: 19-64527-6013379
District: El Rancho Unified School District
Principal: Janet Alonso
Revision Date: 7/1/17-6/30/18

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Rio Vista Elementary School's Vision and Mission Statements

The mission of Rio Vista Elementary School in partnership with the community is to provide a welcoming school culture that fosters personal growth through innovative and challenging opportunities. We strive to encourage students to become life long learners and prepare them for success in the 21st century.

Vision:

"In order to provide specific, targeted instruction to all students, we at Rio Vista will not rest until the needs of our students are met through consistent collaboration, individual flexibility and our complete trust in each other as a team."

School Profile

Rio Vista Elementary: A 2014 National Blue Ribbon School.

Rio Vista is located in the central section of the City of Pico Rivera. It is one of 8 elementary schools with an enrollment of 475 students in grades TK-5. The school feeds into one of three middle schools and three comprehensive high schools in the El Rancho Unified School District. Rio Vista is located in an area that encompasses a low to middle income and a 99% Hispanic Population. El Rancho Unified School District continues to provide a variety of incentives to attract the highest quality teachers. Additionally, new teachers are provided a strong beginning teacher support program with professional development that meets the needs of each individual through the Los Angeles County BTSA Consortium.

Rio Vista Elementary School students are instructed by highly qualified teachers. All teachers are highly qualified as specified by NCLB. The school's population is served by 16 general education classrooms and 3 Adapted Specialized Academic Instruction (ASAI) Special Day Classes. Additional support and instruction is provided by one Digital Learning Coach, one RSP teacher, one Speech Pathologist, one shared school psychologist, and one shared Adaptive Physical Education teacher. Rio Vista provides Transitional Kindergarten (TK), which is a bridge between preschool and kindergarten for children turning 5 years old between September 2nd and March 2nd of the 2017-18 school year. It is a two-year program based on kindergarten standards and designed to support young 5 year olds. Entering TK students are provided transitional support through a variety of activities. TK provides children with an opportunity to learn in an enriching and academically challenging environment that nurtures growth. Rio Vista also houses a State Preschool classroom and REACH after school program in cooperation with the City of Pico Rivera Parks and Recreation Department.

Rio Vista offers many academic and social enrichment opportunities for all students before and after school. Our school serves the needs of Title 1 (School Wide Program, 80.4% Free and Reduced), EL (English Learner), Special Education, and all other students with a variety of programs and events including Google CS, Art Club, Running Club, Bilingual Book Club, Assemblies, Family Nights, School Smarts Parent Education, Parent workshops and Field Days. This is accomplished through traditional funding sources including Parent Teacher Organization and categorical funds under Title I School Wide Program, and general funds. All federal, state and local programs are coordinated and integrated at Rio Vista Elementary School as outlined throughout the SPSA plan and district LCAP. Parents are included in many of the programs, as volunteers, committee members and adult learners, all working toward a common goal of raising student achievement. Rio Vista provides a library with media resources and computer lab and provides support for the Accelerated Reader program, Google Classroom, Scootpad and Starfall. Additionally, each classroom is provided with internet ready computers, document camera, projector and laser printers as well as mobile computer labs, iPad cart and Chromebook Labs.

Our current challenge is continuing to raise the achievement levels of our students while implementing Project Based Learning (PBL). We look to closely focus our instruction to increase mathematical understanding through conceptual based instruction. We will continue our plan of prescriptive English language instruction with modifications to our Response to Instruction (RTI). Teachers will further the development of 21'st century skills through the 4C's (Critical Thinking, Communication, Collaboration and Creativity). Preparing Students to be college and career ready Rio Vista is implementing Project Based Lessons using the strategies and framework established by the Buck Institute of Education (BIE) Teachers and staff continue to work diligently to increase the overall performance of students and maintain the expectation of growth as previously shown by the Annual Measurable Objectives (AMOs).

We will further focus our efforts in mathematics to provide a solid foundation in math concepts. Using standards based instruction we will establish a foundation for math in preparation for the expectations of Algebra and higher level mathematics. Students will be given opportunities to develop strong reasoning and critical thinking skills to prepare them for college and career beyond high school. Classes will further reinforce the concepts with practical application and the use of lessons and skills provided through Go

Math!.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

A variety of methods were used to gain parent input including; Parent Needs Survey, parent conferences, parent workshops, PTO meetings, School Site Council Meetings, Back to School Night, and Coffee with the Principal.

This year we will continue the School Smarts Program. Continuing with last year's parent suggestion, "Coffee with the Principal" was scheduled as an informal setting for parents to meet, ask questions and learn more about the school experience and their child. The first event brought contact with 20 parents and community members attending that had not otherwise attended parent workshops or meetings outside of classroom based events such as back to school night or parent conferences. Efforts will be made to expand this outreach with another event at the beginning of the new year..

Teacher input placed a high priority on supplemental technology for increased access and implementation of common core lessons, including additional copies for teacher created materials. Technology needs were prioritized through a teacher technology survey ranking.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are made both as part of the negotiated evaluation process and informal observations. Formal observations are contractually agreed upon at a minimum of every 2 years. These formal observations focus on each of the teaching standards in the 6 domains. Informal observations take place on a more frequent basis in the form of walk through observations. Information from these informal observations are included in regular teacher discussions and weekly grade level collaboration meetings. These observations include curriculum implementation, class size, student interaction, teaming consistency, and resources used and needed. District administration and site principals conduct additional observations and debriefing sessions to provided feedback to the school site.

Additional work space layouts and adjustments are required to provide adequate space for teachers to effectively implement collaborative activities. Furniture and physical environments need to be addressed in the near future. Manipulatives and other resources should be considered to provide practical creative opportunities to engage students with the common core state standards. implementation of technology resources have greatly increased in the classrooms with their own chromebook cart. The computer lab is being used regularly, but the biggest regular impact has been in the classrooms with one to one devices. Projectors and laptops for instruction are needed.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or

general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers regularly compare data from state assessments(CELDT, CAASPP) as well as district benchmarks (EADMS), and textbook aligned assessments (Houghton Mifflin Summative and Theme Tests), Hampton Brown Unit tests, fluency tests, McGraw Hill Chapter Tests, EADMS teacher created tests, Accelerated Reader and district benchmark exams. Each teacher is provided ready access to EADMS online assessment tools to aggregate and compare specific test data through a variety of reporting options.

Data analysis strategies are being implemented within the grade level team but time has been limited. Common assessments are implemented at each trimester in grades 3-5 and benchmark assessments are scheduled for grades k-2. Teachers have begun to create new assessments for progress monitoring but additional regularly scheduled time is required to maximize the benefit.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers use both curriculum based and teacher created assessments for progress monitoring at regular intervals across all grade levels. Regular timed data analysis has been successful in previous years. There is a need to refocus on the regular monitoring of student data and making the appropriate instructional adjustments.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All teachers are currently highly qualified in their areas of instruction. Ongoing professional development is provided through coordinated district staff development days, common modified days and through the District English Learner Contact Teacher, Language Arts Curriculum Council, Mathematics Curriculum Council, Science Curriculum Council and the Visual and Performing Arts (VAPA) Curriculum Council. As of October 2015 all general education and RSP teachers have completed PBL 101 through the Buck Institute of Education. A site based leadership team regularly participates in professional development and planning for PBL and PBIS initiatives. Instructional aides and support staff are provided with monthly coordinated training through the district. Special Education staff continues to participate in monthly district professional development for both teachers and support staff.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All classes are instructed by highly qualified teachers who are credentialed in their respective teaching areas. District provided Professional Development is offered for state adopted instructional materials. Teachers participate in ongoing math textbook adoption professional development by the publisher and district personnel on available resources and effective program implementation.

Ongoing professional development is provided by district opportunities including Project Based Learning through the Buck Institute. Additional training is provided by teachers and the Los Angeles County Office of Education.

Teachers and staff continue to pursue professional growth to keep current in using best practices and instruction to increase student academic achievement and student understanding.

Teacher representatives attend the different District Curriculum Councils, in the areas of English Language Arts, Mathematics, Science, and Visual and Performing Arts. The Council facilitates data analysis, provides training on instructional strategies for all students, including English Learners, and both receive and provide information about the curriculum.

The principal, digital learning coach, and a teacher leadership teams attend conferences in order to keep current with trends in elementary school education and present information using the train the trainer model.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is an ongoing process. Rio Vista continues to adopt research based instructional strategies. Using the core Houghton Mifflin Reading textbook, lessons are adapted to student ability levels during the Response to Instruction (RTI) block. Instructional coaches provide school wide staff training and work with grade level groups and individual teachers for best instruction of the expected standards. We will begin to implement weekly collaborative meetings with grade level teams to include: regular data analysis sessions and lesson planning following common formative assessments. These sessions include regular progress monitoring and development of action plans for reteaching and modification of instruction for future lessons. Continuing efforts include increasing rigor, depth of knowledge and engagement strategies for use in the classroom with a strong focus on Project Based Lessons, PBL's and performance tasks.

Additional staff development is ongoing based on current situations and identified needs of the students.

Beginning Teachers are supported by the district BTSA (Beginning Teacher Support Program) providing a support provider assigned to each individual teacher as well as professional development seminars.

The district English Language Arts and Math curriculum council representatives worked during the summer to create initial Common Core Units. Curriculum Council members report back to the school site the most current research and strategies. Monthly meetings have been established with teacher leaders/committee/council members to plan professional development opportunities on the modified days.

Teachers continue to identify a need for increased time for collaboration and planning. To address this need we are incorporating the use of modified days. In addition, Rio Vista is currently in partnership with 2 other schools to hire substitutes to provide weekly collaboration time to teachers.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Digital Learning Coach is providing ongoing technical assistance through co-taught lessons, appy hour Technology training sessions and other technical support. All General Education and RSP teachers have received formal Project Based Lesson Training from the Buck Institute for Education. A PBL leadership team and Curriculum Council representatives will provide further training to the staff through modified day professional development.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Regular grade level team meetings are scheduled during modified days as well as additional coordinated staff development between grade levels at other district school sites. Lesson planning including assessment development is included in common staff development days and district curriculum councils. PBIS Positive Behavior Intervention Systems training is provided by LACOE and a school leadership team is coordinating a common system of behavior support and expectations across all grade levels. Additional Collaboration time is created during grade level PE collaboration time.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Instruction of the core programs is implemented using state approved textbooks and associated resources adopted by the district and purchased with district IMFRP, Instructional Materials Funding Resource Program Funds.

English/Language Arts - Houghton Mifflin, Reading/Medallions
English Language Development - Hampton Brown, Avenues (k-5)
Mathematics - McGraw-Hill, GO Math in grades K-5
Science - McMillan/McGraw-Hill

Adapted Specialized Academic Instruction (ASAI) classes have adopted the Unique Learning Systems (ULI) curriculum and assessments for all subjects.

Updated Common Core Lesson Units are provided by the district. They are grade level specific and allow teachers to have a better understanding of how to incorporate the rigor of instruction required of the common core standards with the current curriculum and resources.

- District Professional Development is offered each month on lesson design, implementation and delivery of instruction required for common core standards.
- District Benchmark Exams are provided for monitoring of progress.
- District adopted materials are state approved and content embedded.
- Instructional strategies such as Thinking Maps, small group instruction, explicit direct instruction (EDI), Response to Instruction (RTI) and reading support that demonstrate and progresses students towards meeting Common Core standards
- Differentiated and Individual instruction through Houghton Mifflin, Accelerated Reader and Scootpad programs, Title 1 Tutoring and Extra Support, Challenge and EL workbooks in both Language Arts and Math provide additional resources and support in meeting Common Core Standards. Medallions has been purchased to further enhance the resources of the core Houghton Mifflin Reading program and the Common Core Supplements were purchased.
- Instruction across grade level includes tutoring, teaming practices, RTI and the use of district common core lesson resources, district benchmarks and EADMS assessments to support accurate monitoring of student progress in order to provide reinforcement support in meeting Common Core standards.
- Regular team planning and data sessions are scheduled throughout the year and provide opportunity for group planning and timely lesson adjustment based on current student performance.

Lesson plans and report cards have been revised and are aligned to the change in standards in order to provide parents with accurate feedback of their child's progress and the transition to Common Core Standards.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Language Arts and Mathematics instruction occurs daily within the approved instructional schedule meeting the required instructional minutes. The instructional day is divided into lesson blocks including teaming between classes. Language Arts lessons are broken into core instruction (1 hour) and 45 min- 1 hour block RTI groups for differentiation. Mathematics lessons are also supplemented outside of the core math instructional block through integration with science and social studies lessons.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Lesson pacing has been shifted with the adoption of the common core to provide opportunities for more depth and complexity. The departure from a rigid pacing structure will continue to require review and adjustment as we proceed with the changes in common core. Response to Instruction and differentiation are Tier I interventions and are used to address all students at their abilities. Additional Tier II interventions are expanding and include social skills groups, counseling, English Language Learner Support Class, Targeted Learning Centers and Tutoring..

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Every student is provided with a core textbook at their appropriate grade level. In addition to the textbook, consumable workbooks are available as a supplement for the following programs: Reading (k-5), Math (1-5), (Science 1-5) and Social Studies (3-5).

Additionally, Medallions (K-5) is available as a resource for supporting English/Language Arts and ELD programs.

Adaptive Specialized Academic Instruction Special Day Classes use the Universal Learning Systems Curriculum (ASAI). Student lessons are individualized based upon IEP goals and current performance levels.

English Learners are provided textbooks in English or Spanish based upon their ELD (English Language Development) instructional option. Students with Special Needs are provided standards based materials in accordance with their current IEP (Individual Educational Plan) and associated goals.

A district website has been created as a clearinghouse for information collected and created by the district Math and English/Language Arts curriculum councils.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

State adopted textbooks are provided in all core content areas. Supplements for common core are provided however modifications are required and teacher collaboration and professional development time are used to create and modify lessons to align with the common core standards.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Grade level teams have been established to provide support to individual student groups, based on student ability and performance using flexible groupings. Teachers prepare lessons based on the unique needs of the students focusing on the skills still needed to gain proficiency. RTI schedules have been designed to provide additional support to all grade levels and lower the student to adult ratio.

ELD (English Language Development) is provided to all EL(English Learner)students to build and support developing literacy in English.

Thinking Maps has been adopted in classrooms k-5 as a basis for organization to develop consistent thought processes and skills including writing applications, word development, reading comprehension, analysis, classification, compare and contrast, sequencing and process.

In addition, the library and classrooms are set-up in a manner where students regularly participate in the AR (Accelerated Reader) program school wide.

Likewise, Scootpad is used in the classroom (1-5) to reinforce specific grade level standards based on individual objectives and ongoing evaluation. Starfall is used at the primary levels.

14. Research-based educational practices to raise student achievement

Teachers continue to use Explicit Direct Instruction, EDI, and student engagement strategies. A regular cycle of progress monitoring and lesson planning is incorporated into the instruction cycle. EADMS data management is used to monitor student progress in addition to Accelerated Reader and Scootpad. In process is creating a process of Instructional Rounds where teacher observation, coaching and collaboration further enhance the refinement of lessons and instruction. Project Based Lessons are integrated into the instruction cycle with a showcase of student work to occur during the open house session.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

In order to better meet the needs of our students, Rio Vista strives to endorse the options available to our students. Parents are regularly informed of opportunities through teleparent, flyers, postings, mailers, marquee and informational meetings. Further information is relayed to parents by teachers or through the student study team (SST) process and the student attendance review team (SART). Rio Vista provides information and opportunities including the following: Targeted Tier 2 interventions provided by certificated teachers.

District Safe Schools Healthy Students initiatives

Olweus Bullying Prevention

Good Behavior Game

ALMA Family services provides counseling services on site to our students and families.

Partnership with LA public library, provides training and materials to staff, access cards to students, and homework alerts to assure additional resources on pertinent topics and field trip opportunities to our local neighborhood library.

ELLSC (English Learner Language Support Class)

Parent Workshops provided by the school Digital Literacy Coach, teachers and district staff.

Targeted Learning Center provides language instruction to identified students based on specific targeted strategies to improve reading and comprehension.

District Student Services office "Access" and OLWEUS Bullying Prevention

Math Intervention (4-5)

SSC- (School Site Council) A governing body made up of the administrator, teachers, and parents who serve as a liaison between the school and the community.

ELAC (English Learner's Advisory Council)-ELAC has been merged with SSC at this site. ELAC's role continues to support all English learners (some of whom may be low performing) by advising the SSC on specific concerns of English Learners and participation in the DELAC.

DAC (District Advisory Council) - A governing body made up of the parents from the respective school sites. It serves as a liaison between the district, school, and community.

PTO(Parent Teachers Organization) - PTO provides field trip opportunities and other funding not supported by the school.

This provides opportunities for all learners to participate in hands-on learning activities.

DELAC (District EL Advisory Council)-A governing body made up of the parents from the respective school sites. It serves as a liaison between the district, school, and community. Its role is to support all

English Learners by advising the district on specific concerns unique to English Learners.

School Smarts Parent Program

School Attendance Review Team (SART) is designed to identify students at risk because of inconsistent school attendance and there has been a slight significant improvement in the overall school wide student attendance and punctuality. The team monitors attendance trends and meets with teachers, students, parents and families to provide insight and resources to educate on the importance of timely, regular attendance and provide support and information regarding resources available to address the needs of the student. Students who are absent are able to attend Saturday School to recover attendance days and instruction. Further support is provided in cooperation with the District Attorney's office for the ACT (Abolish Chronic Truancy) program to educate parents on the requirements and resources available to keep kids in school.

State Attendance Review Board (SARB) These programs are designed to maximize parent accountability and support by encouraging student attendance among habitually truant students.

Pico Rivera Parks and Recreation provides families with low to no cost activities offered in Pico Rivera and neighboring communities. Parks and Recreation offers the after school REACH program.

Students Tobacco, Alcohol Refusal (STAR)-STAR Program, provided by local law enforcement agencies, provides education to 5th grade students about the dangers of poor choices, and alternatives to those choices. (This program has been suspended due to outside funding reductions)

State Preschool - Early intervention, parent support program for children of preschool age offers parenting education and critical skills needed for students entering kindergarten.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parent representatives from the School Site Council are elected to represent Rio Vista at the district level on both the District Advisory Council (DAC) and District English Learner Advisory Council (DELAC).

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Specific Tier 2 interventions are being developed in language arts and math. These will be provided by teachers to assist the targeted under-performing students with the goal of assisting them in reaching grade level proficiency. Three instructional aides

have been hired to work with kindergarten students and the K-1 combo based on district negotiated class size restrictions. These aides are used to provide additional specific support to help create strong academic foundations in the students' first year of school. A college tutor has been hired to support all grade levels during the scheduled RTI time.

English Language Learner Support Class (ELLSC) provides additional support to EL students on an after school basis.

18. Fiscal support (EPC)

Rio Vista receives Title I and Base funds.

Description of Barriers and Related School Goals

A number of variables may be limitations of the current program. These limitations may affect under-performing students from meeting Common Core standards:

- a. Extended family involvement has positive and negative aspects. Miscommunication between extended family and parents may create confusion about expectations, responsibilities and student accountability.
- b. Differences between home language and school may result in miscommunication of key concepts especially in the curricular area of English language arts. Communications may affect standards based homework if the directions are unclear, or in a language unknown by homework support provider (parent, sibling, babysitter/caregiver, etc.) at home so that academic support cannot be provided to its fullest.
- c. Parent education level may affect student achievement through attitude towards education, learning styles, and understanding of standards, goals, and expectations. Parent learning style may differ from student learning style.
- d. Limited participation in parent workshops affects student achievement. Often parents of students with the greatest need do not, or are unable to attend. Without the opportunity to provide parents with tips, strategies, and suggestions on how to help students at home with their schoolwork, children do not receive support outside of the school.
- e. Lack of transportation limits student participation in intervention programs due to additional scheduling required by families for student attendance of programs outside of the regular school day time period.
- f. There is a need to make parents aware of the importance of monitoring homework, reading to their children and have their children read to them.
- g. There is a significant number of foster children who move in and out of the area, resulting in inconsistency of services.
- h. Poor attendance and tardies limit students time in the classroom, and exposure to the curriculum. Many students are picked up early or kept out when siblings are ill or have appointments.
- i. An increasing number of parents are affected by dual work schedules which limit their participation in school activities.
- j. Budget reductions resulted in the elimination of bus transportation for most students.
- k. Support Staff turnover results in disruptions of service and retraining of substitutes and new staff.
- l. Significant turn-over at the district level has resulted in shifts in program planning and focus over the last 6 years.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	68	68	65	66	68	64	66	68	64	97.1	100	98.5
Grade 4	80	67	68	80	65	67	80	65	67	100.0	95.6	98.5
Grade 5	76	78	64	72	77	64	72	77	64	94.7	97.5	100
All Grades	224	213	197	218	210	195	218	210	195	97.3	97.7	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2384.1	2418.4	2418.7	5	12	20.31	23	32	20.31	27	38	32.81	45	18	26.56
Grade 4	2435.5	2428.8	2449.5	9	17	14.93	19	18	23.88	31	20	31.34	41	45	29.85
Grade 5	2507.0	2504.8	2461.8	14	22	7.81	40	35	28.13	33	17	29.69	13	26	34.38
All Grades	N/A	N/A	N/A	9	17	14.36	27	29	24.10	31	25	31.28	33	29	30.26

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	5	13	15.63	45	49	48.44	50	38	35.94	
Grade 4	9	15	14.93	51	43	61.19	40	42	23.88	
Grade 5	13	28	9.38	64	41	42.19	24	32	48.44	
All Grades	9	19	13.33	54	44	50.77	38	37	35.90	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17	24	26.56	44	53	53.13	39	24	20.31
Grade 4	10	17	17.91	53	52	55.22	38	31	26.87
Grade 5	24	30	14.06	63	49	50.00	14	21	35.94
All Grades	17	24	19.49	53	51	52.82	30	25	27.69

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9	12	10.94	61	69	68.75	30	19	20.31
Grade 4	13	9	8.96	63	69	61.19	25	22	29.85
Grade 5	10	16	6.25	76	66	64.06	14	18	29.69
All Grades	11	12	8.72	67	68	64.62	23	20	26.67

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9	22	26.56	53	62	56.25	38	16	17.19
Grade 4	9	11	11.94	56	48	55.22	35	42	32.84
Grade 5	28	32	17.19	61	55	46.88	11	13	35.94
All Grades	15	22	18.46	57	55	52.82	28	23	28.72

Conclusions based on this data:

1. In the third year of implementation of the new state assessment an increasing number of students fell within acceptable areas. Stronger performance was found in the well established 5th grade team who have consistently worked together for the past 5 years. 4th grade appears to show less improvement, but using cohort data from the previous year demonstrates marked improvement in these students. Accommodations and supports in the new testing format need to be monitored closely to ensure these students have the best opportunity to demonstrate their knowledge. 3rd grade students were better prepared in the testing protocols, testing format and demanding rigor of the new assessment.
2. Writing lessons designed for short response writing and defense of a position were effective. Students have been able to write responses in support of their answer or defend their position more effectively.
3. An increase in non-fiction reading and the use in comparison of sources and providing a written response is a continuing need. Resources and opportunity to discuss, relate and use supporting evidence need to be practiced as part of a regular classroom routine. AR360 should be further integrated into the regular program of Tier 1 interventions.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	68	68	65	67	68	64	67	68	64	98.5	100	98.5
Grade 4	80	67	68	80	65	68	80	65	68	100.0	95.6	100
Grade 5	76	78	64	72	77	64	72	77	64	94.7	97.5	100
All Grades	224	213	197	219	210	196	219	210	196	97.8	97.7	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2417.9	2428.2	2442.8	6	10	18.75	25	29	42.19	45	43	23.44	24	18	15.63
Grade 4	2433.6	2437.5	2456.7	4	0	4.41	13	22	30.88	48	45	44.12	36	34	20.59
Grade 5	2494.6	2474.8	2454.2	4	9	4.69	38	23	12.50	33	30	32.81	25	38	50.00
All Grades	N/A	N/A	N/A	5	7	9.18	25	25	28.57	42	39	33.67	29	30	28.57

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	18	29	40.63	52	40	39.06	30	31	20.31
Grade 4	6	5	14.71	40	51	39.71	54	45	45.59
Grade 5	19	19	4.69	47	30	40.63	33	51	54.69
All Grades	14	18	19.90	46	40	39.80	40	42	40.31

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	12	18	28.13	48	53	53.13	40	29	18.75
Grade 4	6	6	10.29	44	49	60.29	50	45	29.41
Grade 5	8	10	7.81	54	38	34.38	38	52	57.81
All Grades	9	11	15.31	48	46	49.49	43	42	35.20

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	10	15	18.75	67	65	59.38	22	21	21.88
Grade 4	6	8	10.29	41	52	55.88	53	40	33.82
Grade 5	10	3	7.81	61	57	50.00	29	40	42.19
All Grades	9	8	12.24	56	58	55.10	36	34	32.65

Conclusions based on this data:

1. Foundational mathematical computation is a relative strength across all grade levels. Current instructional materials must be modified to meet current standards.
2. Curriculum adjustments in the area of mathematics made by 3rd grade teachers showed a marked increase in student performance compared to district results.
3. Students need more opportunities to practice modeling of problems with graphic organizers, manipulatives, and displays to support the conceptual understanding. Students should regularly communicate and explain their their reasoning for English Language Arts and mathematical solutions.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K			***	***				***	***			***	***		
1		16		38	32	69	43	42	23	10		8	10	11	
2			20	33	14	45	39	67	25	11	14		17	5	10
3			19	17	18	13	33	47	50	8	18	6	42	18	13
4	12	17	14	41	25	29	35	25	36	6		7	6	33	14
5	21	27		29	47	30	36	13	20			10	14	13	40
Total	6	10	13	33	26	36	37	43	32	7	7	7	17	14	13

Conclusions based on this data:

1. Few students are in the beginning levels and students are advancing in their English skills. There has been an increase in new students enrolling with limited English proficiency.
2. Students who do not reclassify are settling in the the intermediate and early advanced levels. These students need increased opportunities to use language and develop stronger vocabulary. A criteria for ALPI students needs to be established for timely reclassification of special education students.
3. Students are moving up in language levels as grade levels increase. 5th Grade students still in beginning need to be looked at more closely as new arrival or student need for interventions and access to curriculum as content difficulty increases.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K		7		12	13		24	53		35	20		29	7	
1		15		38	35		43	40		10			10	10	
2		5		33	14		39	64		11	14		17	5	
3				15	18		31	47		8	18		46	18	
4	12	17		41	25		35	25		6			6	33	
5	21	25		29	44		36	13					14	19	
Total	5	11		29	25		35	42		12	9		19	14	

Conclusions based on this data:

1. In general, instruction for English Learners has allowed students to successfully progress through the levels.
2. In general, initial kindergarten students are at lower level of English proficiency than their counterparts.
3. Students who are not progressing like their counterparts need further interventions

LCFF State Priorities Snapshot

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts
LEA/LCAP GOAL:
Upon graduation, all students will demonstrate fluent literacy skills using both literary and informational texts.
SCHOOL GOAL #1:
English Language Arts: Students will increase the CAASPP scores by a minimum of 5% from the 2016 baseline.
Data Used to Form this Goal:
District English Language Arts Benchmark Assessment Results (EADMS) Student Report Cards AR results STAR Test data CAASPP Results
Findings from the Analysis of this Data:
Students need additional opportunities to compare and engage in both literary and informational texts. Reading for information needs to be an increased focus as we transition to common core. Reading skills must also be coupled with the organization of information to be used in writing.
How the School will Evaluate the Progress of this Goal:
District Benchmark Assessment Houghton Mifflin Summative and Theme Tests EADMS teacher created tests Teacher Observation/Student Work Samples AR test results STAR test results Report Cards CAASPP results

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Monitor student progress in AR weekly.</p> <p>Purchase additional books to update collection for TK/lower level readers, lower level chapter books to give chapter book access to upper grade students reading at lower levels.</p> <p>Tech Resources for Supplemental Practice and Instruction</p> <p>Unique Learning Systems online curriculum for Special Education students where teachers can evaluate student academic progress and provide interventions.</p>	9/4/17 - 6/4/18	Classroom Teachers Librarian Principal	Starfall	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	270.00
			Scotpad	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	4,247.51
			AR 360	4000-4999: Books And Supplies	General Fund	
			Add books to library to update A.R. collection	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	3,024.72
			Unique Learning System License	4000-4999: Books And Supplies	LCFF - Base	1,000.00
Establish Tier 2 Interventions for targeted students.	12/4/2017- 6/1/18	Librarian Classroom Teachers Secretary Principal	Training/Professional development for targeted teachers			
Teachers will regularly collaborate following the assessment period and analyze student assessment data of all students to monitor student progress and assist with implementation of best practices for effective instruction.	12/4/2017 - 6/1/18	Classroom Teachers Coach Principal	Sub release time for teacher data analysis and planning to identify student needs and implement best practices based on developed action plan.	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	7,000.00
			Copier for reproduction of supplemental materials required for instruction	5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	750.00
			Copier Paper for duplication of supplemental materials	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	750.00
Student Study Team Gather student information, work samples and Tier I interventions.	10/2/2017 - 6/6/18	Classroom Teacher Principal SST/Grade Level				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Coordinate dates between team members and schedule meetings with all stake holders.</p> <p>Establish communication with parents, teacher and school resources regarding meeting times and purpose.</p> <p>Chair meetings.</p> <p>Document Action Plan for student</p> <p>Maintain records in coordination with clerk</p> <p>Follow-up on action plan tasks according to the established timelines.</p> <p>Schedule Followup meetings</p> <p>Make Home Visits as necessary to maintain communication with families.</p>		Team				
<p>Identify Title I students based on district criteria and assessments.</p> <p>Plan, Schedule and lead tutoring sessions</p>	1/15/17-6/4/18	Classroom Teachers Coach Principal	Extra Duty Extra Pay for certificated teachers to provide tutoring support extended day tutoring in English Language Arts offered before or after school to student performing below proficiency and meeting district Title I criteria.	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	1,872.33
<p>Reduce kindergarten student ratios to support kindergarten students by facilitating small groups and student assistance.</p>	9/4/17 - 6/4/18	Aides Kindergarten Teachers	Instructional Aides	2000-2999: Classified Personnel Salaries	General Fund	
<p>Teachers will meet minimum of 2 times per trimester to review assessment results and realign RTI student groups</p>	9/4/17 - 6/4/18	Grade Level Teachers Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will meet with support personnel and provide lesson plans and guidelines for supporting identified students.	9/4/17 - 6/4/18	DLC Coach Teachers Aides College Tutors Principal	College Tutors	2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	7500.00

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA/LCAP GOAL:
Upon graduation, all students will demonstrate the mathematical skills required to be an astute problem-solver.
SCHOOL GOAL #2:
Mathematics: Students will increase the math CAASPP scores by a minimum of 5% from the 2015 baseline.
Data Used to Form this Goal:
District Mathematics Benchmark Assessment Results (EADMS) Student Report Cards CAASPP Results
Findings from the Analysis of this Data:
Students need additional opportunities for project based lessons and grade level performance tasks integrating mathematical skills.
How the School will Evaluate the Progress of this Goal:
Benchmark Assessment data McGraw Hill Chapter Assessments EADMS teacher created tests Teacher Observation/Student Work Samples CAASPP Results

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide supplemental instruction and extended learning opportunities using Scootpad	9/4/2017 - 6/6/2018	Teachers Librarian Principal Digital Literacy Coach	Scootpad	5000-5999: Services And Other Operating Expenditures		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Summer Bridge Opportunities for students to continue and maintain skills during the summer break.	6/4/2017-6/29/2018	Office Staff Classroom Teachers	Scootpad Tenmarks			
Provide extended day learning opportunities for students before and after school.-Tutoring	1/8/2018 - 6/4/2018	Teachers Principal MCC reps	Extra Duty Extra Pay	1000-1999: Certificated Personnel Salaries	LCFF - Base	13,105.83
Instructional Aides to support Kindergarten classes during core instruction.	9/4/2017 - 6/6/2018	Kindergarten Teachers Instructional Aide				
Hire and schedule College Tutors to support students within a classroom setting under guidance of the classroom teacher. Submit appropriate personnel requisitions.	9/4/2017-6//6/2018	Principal Teachers District Human Resources Secretary				
Teachers will participate in Professional Learning Communities for collaboration including lesson planning, instruction delivery, lesson observation, instructional rounds and data analysis.	9/22/2017-6/29/2018	Principal Classroom Teachers DLC Coach	Twice a Month on a Modified Day Wednesday Duplicator for supplemental lesson materials Copier Paper for supplemental lesson materials	1000-1999: Certificated Personnel Salaries 5800: Professional/Consulting Services And Operating Expenditures 4000-4999: Books And Supplies	General Fund Title I Part A: Basic Grants Low-Income and Neglected Title I Part A: Basic Grants Low-Income and Neglected	

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Development
LEA/LCAP GOAL:
All students will graduate from high school ready for college and career based on Common Core State Standards in all content areas.
SCHOOL GOAL #3:
Students will reclassify as and Redesignated Fluent English Proficient Student within 3 years.
Data Used to Form this Goal:
Report Cards ELD Unit Test scores Accelerated Reader Star Reading Test CELDT Results District Reclassification Criteria
Findings from the Analysis of this Data:
Students who successfully reach RFEP status show similar success across other curriculum areas.
How the School will Evaluate the Progress of this Goal:
Avenues Unit Tests CAASPP Results English Language Arts CELDT Redesignation Criteria Report Cards

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Administer CELDT Assessments. Monitor student progress. Aggregate Data results. Present information to parents at parent meetings and	10/2/2017- 6/1/2018	Principal Teachers Clerk II				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
conferences.						
Meet as a grade level for planning of lessons incorporating EL goals into all curriculum standards	8/21/2017-6/29/2018	Grade Level Teachers Digital Literacy Coach English Learner Contact Teacher Principal				
Before/After school Tutoring	1/8/2018-6/04/2018	Teachers	Extra Duty Extra Pay	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	14,105.83

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Climate
LEA/LCAP GOAL:
ERUSD will invest resources to ensure a safe and productive 21st century learning environment for all students.
SCHOOL GOAL #4:
Rio Vista will establish support systems to support positive Student Attendance, Student Character Development and Recognize Academic Achievements on a regular basis.
Data Used to Form this Goal:
Report Cards Attendance Data EADMS Benchmark Assessments Avenues Teacher Reports Discipline Referrals Good Behavior Game Monitoring Reports
Findings from the Analysis of this Data:
Student recognition coupled with parent communication has shown positive increases in attendance. Negative student behavior and time off task has decreased in classrooms where the Good Behavior Game has been fully implemented. Results are positive but less consistent in classes where GBG is only partially implemented. Student bullying has decreased, and reported incidents are in the early stages. When bullying is addressed, students are able to consistently refer to the 4 bullying rules. Parents are calling to report incidents more frequently as students go home and share their concerns which has opened up opportunities for partnership and dialogue in regards to their child.

How the School will Evaluate the Progress of this Goal:

School Attendance Records
 Student Study Team
 Student Attendance Review Team

 Student Referrals
 Character Recognition Incentives

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monitor Attendance. Arrange Punctual Panther Activities Meet with parents of students developing absence patterns for attendance intervention	9/5/2017-6/6/2018	Teachers Secretary Principal				
Provide Social Skills Intervention Groups to targeted students identified by teacher recommendation and the Student Success Team referral process.	10/2/2017-6/1/2018	Speech Therapist School Psychologist Student Study Team Classroom Teachers Principals Mental Health Counselors Mental Health Interns				
Provide Additional Technology to increase access to Google Classroom, docs and internet based supplemental instructional programs.	10/30/2017-1/30/2018		Student Chromebooks Color Printer & Repairs as needed	6000-6999: Capital Outlay 6000-6999: Capital Outlay	LCFF - Base Title I Part A: Basic Grants Low-Income and Neglected	33,238.17 800.00
Provide daily positive messages and reminders regarding character and promoting school climate.	8/21/2017-6/6/2018	Principal teachers student council student council advisors				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
prepare and distribute student forms create certificates purchase rewards and incentives for student recognition schedule and present awards at assemblies	10/30/2017-6/6/2018	teachers staff principal clerk	Buy Certificates, ink, and incentives	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	600.00
Order and distribute planners to students for parent student communication and student planning skills and support time management skills.	9/5/2017- 6/6/2018	Office Staff Teachers	Student Planner	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	750.00
OLWEUS Bully Prevention coordinator, teachers and school staff will continue to conduct and monitor classroom meetings for sustained implementation of the Olweus Bully Prevention program. An assembly will be conducted at the beginning of the year to provide visual impact and real life examples of the influence of a bystander.	9/5/2017-6/6/2018	OLWEUS Bully prevention team Safe Schools Healthy Students Office School Staff Principal				
PBIS classified staff and parent training on new updates and procedures in order to sustain implementation.	9/5//2017-6/30/2018	PBIS Coordinator PBIS Leadership Team Student Services Office School Staff Principal	Sub release time PBIS Coordinator Extra Hours for Classified Staff to be Trained Materials to Sustained Procedures	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected Title I Part A: Basic Grants Low-Income and Neglected Title I Part A: Basic Grants Low-Income and Neglected	600.00 350.00 200.00
Provide students to engage in organize play where expectations of the games are taught.	8/23/2017-6/6/2018	PBIS Coordinator PBIS Leadership Team School Staff Principal	Various P.E. equipment for organize play	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	2,065.98

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Build a school wide culture of College and Career Readiness	8/23/2017-6/6/2018	AVID Coordinator AVID Grade Level Teachers School Staff Principal	College Flags and Banners	4000-4999: Books And Supplies	Donations	2,500.00
			Incentives College Pencils	4000-4999: Books And Supplies	Donations	1,500.00

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Other
LEA/LCAP GOAL:
ERUSD will actively promote and invest in engaging parents and students in classroom activities and extended learning opportunities.
SCHOOL GOAL #5:
Rio Vista will increase parent involvement by 20% per workshop by June 2016.
Data Used to Form this Goal:
Parent Sign In Sheets Workshop/Event attendance.
Findings from the Analysis of this Data:
Scheduling conflicts between job schedules, extra activities and family demands impact parents availability to participate in school activities.
How the School will Evaluate the Progress of this Goal:
Teacher assignments Project based inquiries

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Establish monthly workshops for parents. Coffee with the Principal Lunch with Someone Special Kindergarten Kick Off Open House	9/15/2017 - 6/29/2018	Principal Instructional Coach Teachers	Materials/handouts	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	336.00
			Refreshments/Coffee	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	332.00
			Child Care	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	350.00
Coordinate parent meetings to discuss instructional options, student progress, student needs and available resources for English Learners	9/5/2017-6/29/2018	English Learner Contact Teachers Clerk II	Child Care	2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Bilingual Book Club			Extra Duty Extra Pay	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	1035.63

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Extended Opportunities
LEA/LCAP GOAL:
ERUSD will provide differentiated learning options for students above and beyond the core program.
SCHOOL GOAL #6:
Students who participate in tier 2 interventions will show a minimum 5% increase from pre to post test results as measured by common assessments created within EADMS.
Data Used to Form this Goal:
Common Assessments. Office Referrals CAASPP results
Findings from the Analysis of this Data:
Students who participated in tier 2 interventions showed a decrease in office referrals and classroom interruptions. Students showed an increase in positive attitude towards school. Students who participated in tutoring showed an increase in targeted skills and grades.
How the School will Evaluate the Progress of this Goal:
Benchmark Results Report Card Grades SST Logs CAASPP

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Tier 2 Interventions and Extended Day Learning Opportunities See Goals 1&2	11/6/2017-6/1/2018	Teachers Office Staff Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount



El Rancho Unified School District

Title I Program Improvement (PI) Required Components Checklist

The following components required in Title I, Part A, Section 1116, for PI are addressed in the Rio Vista Elementary School School Single Plan for Student Achievement as indicated below.

Required PI Plan Components		SPSA Reference Page(s)
	1. Scientifically-based research: Incorporate strategies based on scientifically-based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement	
	2. Successful Policies & Practices: Adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students enrolled in the school will meet the State's proficient level of achievement on the State academic assessment.	
	3. Professional Development (PD):	
	Provide an assurance that the school will spend not less than 10 percent of the Title I funds made available to the school for each fiscal year that the school is in program improvement status, for the purpose of providing to the school's teachers and principal high-quality professional development that -	
	Directly addresses the academic achievement problem that caused the school to be identified for school improvement	
	Meets the requirement for professional development activities under section 1119	
	Is provided in a manner that affords increased opportunity for participating in that professional development	
	4. 10% Title I Reservation: Specify how the funds described above in (3) will be used to remove the school from school improvement status.	
	5. Specific Annual, Measurable Objectives: Establish specific annual, measurable objectives for continuous and substantial progress by each group of students enrolled in the school that will ensure that all such groups of students will meet the State's proficient level of achievement on the State academic assessment.	
	6. Parent Notification: Describe how the school will provide written notice about the identification to parents of each student enrolled in such school, in a format and, to the extent practicable, in a language that parents can understand.	
	7. Shared Responsibility for Improvement: Specify the responsibilities of the school, the local educational agency, and the State educational agency serving the school under the plan, including the technical assistance to be provided by the local educational agency.	
	8. Parent Involvement: Include strategies to promote effective parental involvement in the school.	

	9. Extended Learning: Incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year.	
	10. Incorporation of a teacher mentoring program: Activities to coach and assist teachers in their effectiveness working with at-risk subgroups.	



El Rancho Unified School District

Title I School Wide Plan Required Components Checklist

The following components required in NCLB Title I, Part A, Section 1114 for SWP are addressed in the Rio Vista Elementary School School Single Plan for Student Achievement as indicated below.

Required SWP Plan Components	SPSA Reference Page(s)	
X	1. Comprehensive needs assessment of the entire school: Based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards	4-21
X	2. Schoolwide reform strategies that: <ul style="list-style-type: none"> ▪ provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement ▪ use effective methods and instructional strategies that are based on scientifically based research that – <ol style="list-style-type: none"> 1. strengthen the core academic program; 2. increase the amount and quality of learning time, such as providing extended opportunities outside the regular school day; 3. include strategies for meeting the educational needs of historically underserved populations (migrant students, homeless students, and American Indian students) ▪ include strategies to address the needs of all children in the school, but particularly the needs of low-achievement children 	5-10
X	3. Instruction by highly qualified teachers	3, 5
X	4. High-quality ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, other school staff and parents	5-10
X	5. Strategies to attract high quality, highly qualified teachers to high-need schools	3
X	6. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services	9, 10
X	7. Plans for assisting preschool children in transition from early childhood programs to local elementary programs	3
X	8. Measures to include teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program	5-8
X	9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of state content standards receive timely, effective additional assistance.	5-9
X	10. Coordination and integration of federal, state, and local services and programs	3

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A: Basic Grants Low-Income	45,922.00	0.00
Title I Part A: Parent Involvement	1,018.00	0.00
LCFF - Base	47,344.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Donations	4,000.00
LCFF - Base	47,344.00
Title I Part A: Basic Grants Low-Income and Neglected	45,922.00
Title I Part A: Parent Involvement	1,018.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	37,719.62
2000-2999: Classified Personnel Salaries	8,200.00
4000-4999: Books And Supplies	17,576.21
5000-5999: Services And Other Operating Expenditures	750.00
6000-6999: Capital Outlay	34,038.17

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	Donations	4,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	13,105.83
4000-4999: Books And Supplies	LCFF - Base	1,000.00
6000-6999: Capital Outlay	LCFF - Base	33,238.17
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and	24,613.79
2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and	7,850.00
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and	11,908.21
5000-5999: Services And Other Operating	Title I Part A: Basic Grants Low-Income and	750.00
6000-6999: Capital Outlay	Title I Part A: Basic Grants Low-Income and	800.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	350.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	668.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	26,414.56
Goal 2	13,105.83
Goal 3	14,105.83
Goal 4	42,604.15
Goal 5	2,053.63

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Janet Alonso	X				
Rose Gonzalez			X		
Anna Hernandez		X			
Keith Guzman		X			
Tony Brandenburg		X			
Christopher Sanchez				X	
Jennifer Perez				X	
Sonia Barreda				X	
Leticia Urzua-DAC				X	
Yolanda Partida-DELAC				X	
Numbers of members of each category:	1	3	1	5	

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 9/25/2017.

Attested:

Janet Alonso

Typed Name of School Principal

Signature of School Principal

Date

Sonia Barreda

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Recommendations and Assurances

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3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

State Compensatory Education Advisory Committee

Signature
Yolanda Partida

Signature

X English Learner Advisory Committee

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

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Attested:

Janet Alonso

Typed Name of School Principal

Janet Alonso

Signature of School Principal

10/5/17

Date

Sonia Barrera

Typed Name of SSC Chairperson

Sonia Barrera

Signature of SSC Chairperson

10/5/17

Date



Rio Vista Elementary School

2017-2018

PBIS Student/Parent/Teacher Compact

PBIS Expectations

- Come to class ready to learn and work hard.
- Complete all homework daily and turn it in on time.
- Attend class regularly, on time and with necessary materials.
- Listen to and demonstrate respect toward the school, classmates, staff, and families.
- Pay attention when the teacher is teaching (explaining, doing examples, and reading with the class).
- Work without disturbing others.
- Remain seated, wait your turn to speak, and listen when others are speaking.
- Walk in the hallways. Use a "3 inch" voice when walking in the hallway.
- Treat others and yourself with respect.

Trimester 1	Trimester 2	Trimester 3	
			The student has satisfactorily accomplished his/her academic requirements.
			The student has routinely made satisfactory efforts in following school and classroom PBIS expectations.
			The student has routinely been responsible in completing homework and classwork assignments.

The student will take responsibility for his/her own actions. The Teacher/Administrator will provide guidance to redirect inappropriate student behavior, as well as academic support as needed.

I understand the behavior and academic expectations and agree to adhere to them.

Student's Signature

I have read and understand the student behavior and academic expectations mentioned above. I have discussed the expectations with my child.

Parent's Signature

(Name), Principal

Rio Vista Elementary School

Parent Involvement



Parent Teacher Organization (PTO)

Parents are also welcome to assist with our school PTO. Meetings will be scheduled and posted on the monthly calendar. All parents are welcome to attend.

School Site Council (SSC)

Rio Vista also has 5 parent representatives serving on our school site council. Parents serve a 2 year term. Parent elections are held at the first scheduled SSC Meeting within 30 days of the start of school.

Volunteers and Visits to the Classroom

In order to minimize interruptions in the classroom, ensure student safety and meet compliance with current Board Policy and Education Code, Rio Vista uses the following procedures regarding volunteers in the classroom.

All volunteers should schedule their visit with the teacher at least 24 hours prior to be placed on the volunteer list in the office. All volunteers should sign in at the office to receive a volunteer badge prior to assisting on campus. Volunteers who have not previously scheduled with the teacher will not be allowed to assist. All volunteers must be approved with fingerprints and TB testing under district procedures. (See Below)

Anyone wishing to speak with a teacher regarding their child must make arrangements to meet at a time outside of the instructional day. Our teachers are more than happy to meet with parents and family, but need to be available to the students during class time. Parents who need to speak with a teacher, must make arrangements to meet before or after school. Any questions regarding the procedures, or requests to schedule a phone call or conference may be addressed at the school office.

Classroom Volunteer District Approval Procedures

- Give your name to Principal for approval.
- After you have been approved, H.R. will call you to come in to pick-up paperwork.
- You will need to bring in your Social Security card and Driver's license/or picture I.D.
- You will need a TB test no more than two months old. If it is over two months you can go to your doctor or H.R. can give you a form to go to Presbyterian Intercommunity Hospital for one. If you need X-Rays it should be not more than one year since the last one.
- You will also receive a form to take to get your finger print clearance.
- You will also fill out a Volunteer form at the H.R. office.
- After H.R. receives all the necessary paperwork and your fingerprint clearance, they will notify you and the school site.

Janet Alonso
Principal

**EL RANCHO UNIFIED SCHOOL DISTRICT
RIO VISTA SCHOOL—PARENT COMPACT**

**PARTNERS IN LEARNING
Student-Parent-Teacher-Administrator Agreement**

We know that learning can take place when there is a combination of effort, interest, and motivation. As we are all committed to _____'s progress in school, we are going to do our best to promote his/her achievement.

This agreement is a promise to work together. We believe that this agreement can be fulfilled by our team effort. Together we can improve teaching and learning.

As a student I pledge to:

- ❖ Work as hard as I can on my school assignments
- ❖ Discuss with my parents what I am learning in school
- ❖ Follow the school rules and the District Policies
- ❖ Ask my teacher questions when I don't understand something
- ❖ Go to my public or school library at least once a week
- ❖ Limit my TV watching and read books instead
- ❖ Attend school every day unless I am truly ill

Student's signature

As a parent I pledge to:

- ❖ Provide a quiet study time at home and encourage good study habits
- ❖ Talk with my child about his/her school activities every day
- ❖ Reinforce the school rules and the District Policies
- ❖ Find out how my child is progressing by attending conferences, looking at school work, or calling the school
- ❖ Encourage my child to read by reading to him/her or listening to him/her read
- ❖ Limit my child's TV viewing and help select worthwhile programs
- ❖ Support my child's learning by participating in voluntary home visits with teachers and paraprofessionals.
- ❖ Help my child safely get to school every day and on time

Parent's signature

As a teacher I pledge to:

- ❖ Provide motivating and interesting learning experiences in my classroom
- ❖ Explain my expectations, instructional goals and grading system to students and parents
- ❖ Communicate and cooperate with each parent to ensure the best education possible
- ❖ Find out what techniques and materials work best for the child
- ❖ Establish a welcoming environment conducive to learning
- ❖ Provide families with voluntary home visits to support student learning

Teacher's signature

As a principal I pledge to:

- ❖ Create a welcoming environment for students and parents
- ❖ Communicate to students and parents the school's events
- ❖ Ensure a safe and orderly learning environment
- ❖ Reinforce the partnership between parent, student, and staff
- ❖ Act as the instructional leader by supporting teachers in their classrooms
- ❖ Provide appropriate in-services and training for teachers and parents

Principal's signature

WE PROMISE TO HELP EACH OTHER CARRY OUT THIS AGREEMENT.

Signed on this _____ day of _____, year _____

DISTRITO UNIFICADO EL RANCHO
ESCUELA RIO VISTA—ACUERDO DE PADRES

COMPAÑEROS EN EL APRENDIZAJE
Acuerdo de Estudiante-Padre-Maestro-Administrador

Sabemos que el aprendizaje puede tener lugar cuando hay una combinación de esfuerzo, interés, y motivación. Como todos nosotros nos comprometemos al progreso de _____, vamos a hacer lo mejor para alcanzar los objetivos. (nombre del estudiante)

Este contrato es una promesa para trabajar juntos. Creemos que este contrato puede lograrse con nuestro esfuerzo combinado. Juntos podemos mejorar la enseñanza y el aprendizaje.

Como estudiante, yo prometo:

- ❖ Trabajar con mucha esfuerzo en mis estudios y tareas
- ❖ Discutir con mis padres lo que estoy aprendiendo en la escuela
- ❖ Seguir las reglas de la escuela y polizas del Distrito
- ❖ Preguntarle a mi maestro/a cuando no entiendo algo
- ❖ Ir a la biblioteca pública o la de Río Vista por lo menos una vez por semana
- ❖ Leer libros en vez de mirar la TV; limitar ver la TV
- ❖ Asistir a la escuela todos los días, solamente si el niño/a está muy enfermo

Firma de estudiante

Como padre, yo prometo:

- ❖ Proveer un tiempo de estudiar tranquilo en la casa e impulsar los buenos hábitos de estudio
- ❖ Discutir con mi niño/a sus actividades de la escuela cada día
- ❖ Reforzar las reglas de la escuela y polizas del Distrito
- ❖ Informarme de cómo mi niño/a está progresando en los estudios asistiendo a conferencias, revisar los trabajos y tareas de mi niño/a, o hablar con el maestro/a
- ❖ Fomentar en mi hijo la lectura, leyéndole libros o escuchándole cuando el niño/a lee en voz alta
- ❖ Limitar ver la TV a mi niño/a y ayudarlo seleccionar programas de calidad
- ❖ Participar en las visitas voluntarias a casa con maestros y otro personal de la escuela
- ❖ Ayudar a mi hijo/a llegar a la escuela sano todo los días a tiempo

Firma de padre

Como maestro/a, yo prometo:

- ❖ Proveer experimentos de aprendizaje interesantes y motivadores
- ❖ Explicar a los estudiantes y a los padres mis expectativas, metas de instrucción, y sistema de calificación
- ❖ Comunicar y cooperar con cada padre para asegurar la mejor educación posible
- ❖ Conseguir técnicas y materiales que ayuden individualmente a cada estudiante
- ❖ Establecer un buen ambiente conductivo para aprender
- ❖ Provenirles visitas voluntarias a casa a para apoyar la educación de los alumnos

Firma de maestro/a

Como administrador, yo prometo:

- ❖ Crear un ambiente de hospitalidad para los estudiantes y los padres
- ❖ Comunicar a los estudiantes y a sus padres los eventos de la escuela
- ❖ Asegurar un ambiente de aprendizaje seguro y ordenado
- ❖ Reforzar la asociación entre padres, estudiantes, y personal
- ❖ Actuar como líder instruccional, apoyando maestros en sus clases
- ❖ Proveer tiempos de instrucción y entrenamiento apropiado para maestros y padres

Firma de administrador

PROMETEMOS AYUDAR UNOS A OTROS CUMPLIR CON ESTE CONTRATO.

Firmado el día _____ del mes de _____ del año _____