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

X This certifies that updates to my SPSA are completed

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

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School Vision and Mission

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

Our school promotes good manners and the tenets of good citizenship: respect, perseverance, kindness, fairness, responsibility, friendship, caring, trustworthiness, consideration, and pride.
o Our school instills a desire to learn in each child.
o Parents and teachers are sensitive to each child's individual needs so that every student reaches his/her full potential.
o Every student is challenged to strive for his or her best.
o Our school is a safe and secure environment that supports diversity and inclusion.
o Our school provides a well-rounded, enriched education to establish college readiness.
o All children are encouraged to be and achieve all that they can, with guidance and support from all school personnel and parents.

School Profile

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

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

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

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

Purpose and Description

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

Schoolwide Program

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

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update
SSC Election Dates and Results:

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

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

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

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

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

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

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

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

regarding possible modifications and additions.

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

Resource Inequities

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

Through our needs assessment we identified a resource inequity within our English Learner student group. Our EL students are performing 32 points below our All Students group in ELA and 42 below are All Students group in math no specific actions or expenditures were specifically focused at this student group. In Goal 1 of our 19-20 plan, we have addressed this inequity through two specific actions:
- Our Academic Coach will have a specific focus placed on supporting classroom teachers in the identifying and effective delivery of appropriate strategies to use during integrated and designated ELD.
- Bilingual Aides will provide support during EL instructional blocks for TK-5th grade levels.
- Afte rschool interventions will first target for involvement EL students who are performing below grade level in math and ELA.

Needs Assessment -- Review of Performance

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

Greatest Progress

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

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

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

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

Greatest Needs

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

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

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

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

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

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

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

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

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

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

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

Performance Gaps

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

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

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

Student Enrollment
Enrollment By Grade Level

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

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

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

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

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

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

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

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

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

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

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
Grade Level	**Overall**		**Oral Language**		**Written Language**		**Number of Students Tested**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
Grade K	1423.7		1435.3		1396.6		55	
Grade 1	1471.5		1473.2		1469.4		43	
Grade 2	1478.7		1480.7		1476.3		32	
Grade 3	1489.5		1486.6		1491.8		45	
Grade 4	1471.1		1465.9		1475.7		30	
Grade 5	1430.4		1427.7		1432.7		36	
All Grades							241	

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**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K	34.55		27.27		23.64		*		55	
1	46.51		32.56		*				43	
2	34.38		40.63		*		*		32	
3	*		26.67		37.78		*		45	
4	*		56.67		*		*		30	
5	*		38.89		*		30.56		36	
All Grades	29.05		35.27		21.99		13.69		241	

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**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K	38.18		32.73		*		*		55	
1	62.79		27.91		*				43	
2	50.00		*		*		*		32	
3	35.56		40.00		*		*		45	
4	46.67		*		*		*		30	
5	38.89		*		*		30.56		36	
All Grades	44.81		30.71		10.79		13.69		241	

Grade Level	Written Language Percentage of Students at Each Performance Level for All Students									
	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	23.64		20.00		32.73		23.64		55	
1	39.53		*		*		*		43	
2	*		*		37.50		*		32	
3	*		*		31.11		40.00		45	
4			50.00		*		*		30	
5	*		33.33		*		41.67		36	
All Grades	18.26		26.97		29.05		25.73		241	

Grade Level	Listening Domain Percentage of Students by Domain Performance Level for All Students							
	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	58.18		34.55		*		55	
1	72.09		27.91				43	
2	62.50		34.38		*		32	
3	*		71.11		*		45	
4	*		66.67		*		30	
5	33.33		33.33		33.33		36	
All Grades	43.15		43.98		12.86		241	

Grade Level	Speaking Domain Percentage of Students by Domain Performance Level for All Students							
	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	20.00		65.45		*		55	
1	53.49		37.21		*		43	
2	59.38		34.38		*		32	
3	73.33		*		*		45	
4	66.67		*		*		30	
5	52.78		*		36.11		36	
All Grades	51.87		31.54		16.60		241	

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	17-18	18-19	17-18	18-19	17-18	18-19
K	*		67.27		*		55	
1	46.51		34.88		*		43	
2	34.38		37.50		*		32	
3	*		44.44		44.44		45	
4	*		63.33		*		30	
5	*		52.78		44.44		36	
All Grades	19.92		50.62		29.46		241	

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	17-18	18-19	17-18	18-19	17-18	18-19
K	43.64		30.91		25.45		55	
1	32.56		55.81		*		43	
2	*		68.75		*		32	
3	*		68.89		*		45	
4	*		56.67		*		30	
5	*		55.56		*		36	
All Grades	28.22		54.36		17.43		241	

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
718	**77.2%**	**38.2%**	**0.1%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

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

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

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report

Red	Orange		Green	Blue

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

2018 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
The site Academic Coach 1.0 FTE will support and assist teachers, students with all actions in this section. The Academic Coach's role will include demonstration lessons, monitoring student academic and behavioral learning and learning needs. The academic coach will also provide support and training on other means of correction and restorative practices.

Teachers will collaborate three weeks within a four week period in PLC collaboration teams to analyze data, align instruction with standards, plan,implement and revise rigorous instruction based on student achievement.

Teachers will plan and facilitate instruction in 30/45 minutes of designated ELD instruction five/four days per week. Two .5 FTE Bilingual paraprofessionals will be hired support teachers with reducing group sizes | 1.0 Academic Coach hired prior to the 2018-2019 school year.

Academic coach assisted teachers with planning and instruction in math and ELA. The focus in math was providing training on the new math curriculum with planning and instruction. The focus on ELA was supporting the implementation of small reading groups at all grade levels. The academic coach provided training through collaboration and demonstration lessons in ELA and Math.

Academic coach provided training to staff on other means of correction and restorative practices through collaboration and demonstration lessons.

Two bilingual paraprofessionals hired prior to 2018-2019 school year. The bilingual paraprofessionals provided support to grade levels TK-5th during designated ELD times. | Academic Coach 1000-1999: Certificated Personnel Salaries LCFF 43694.00

Two Bilingual Paraprofessional salaries 2000-2999: Classified Personnel Salaries LCFF 26125.00

Supplemental Materials and Supplies for planning, implementing and assessing instruction 4000-4999: Books And Supplies LCFF 10000.00

Substitutes for teacher release time 1000-1999: Certificated Personnel Salaries LCFF 4000.00

Academic Coach 1000-1999: Certificated Personnel Salaries Title I 65541.00

Staff attending conferences, workshops, | Academic Coach 1000-1999: Certificated Personnel Salaries LCFF 43694.00

Two Bilingual Paraprofessional salaries 2000-2999: Classified Personnel Salaries LCFF 26125.00

Supplemental Materials and Supplies for planning, implementing and assessing instruction 4000-4999: Books And Supplies LCFF 7237.68

Substitutes for teacher release time 1000-1999: Certificated Personnel Salaries LCFF 0.00

Academic Coach 1000-1999: Certificated Personnel Salaries Title I 65541.00

Staff attending conferences, workshops, |

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

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

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

Analysis

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

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

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

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

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

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

Annual Measurable Outcomes

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

Strategies/Activities for Goal 2

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

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

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
and scheduled SART and SARB meetings. School office personnel also called parents to discuss absences.			

Analysis

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

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

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

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

Annual Measurable Outcomes

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

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

Strategies/Activities for Goal 3

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

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
problems to measure this action. Plan and perform grade level musical performances during the year. To help build unity and positive school climate. We will use data on documented behavior problems to measure this action. Pay supervision personnel to provide supervision of students before classes begin in the morning and during lunch and lunch recess. Implement a peaceful and orderly school with a 'No Bullying' atmosphere by teaching students the Rio Vista Ranger Behavior Expectations and closely monitoring behavior. Provide supervision paraprofessionals who will monitor safe playground behavior. Supervision personnel and identified students will receive training from a consultant on Conflict Mediation. Provide counseling services to students throughout the year in one on one and small group settings. During this time, our school counselor will meet with students and give them strategies to help with anger management, grief, emotional concerns, and other identified needs.			

Analysis

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

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

LCAP Goal

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Strategies/Activities

Strategy/Activity 1

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

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

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

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

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

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

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

Students to be Served by this Strategy/Activity

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

Timeline
7/1/2019-6/30/2020

Person(s) Responsible
Principal, Teachers, Site Academic Coach

Proposed Expenditures for this Strategy/Activity

Amount	56177.71
Source	LCFF

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

Strategy/Activity 2

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

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

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

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

Students to be Served by this Strategy/Activity

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

Timeline
7/1/2019-6/30/2020

Person(s) Responsible
Principal, Teachers

Proposed Expenditures for this Strategy/Activity

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

Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Technology Supplemental Materials and Supplies

Amount	5000.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Technology insurance

Amount	4193.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Technology supplemental materials

Strategy/Activity 3

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

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

Students to be Served by this Strategy/Activity

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

Timeline
7/1/2019-6/30/2020

Person(s) Responsible
principal, teachers

Proposed Expenditures for this Strategy/Activity

Amount	500.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries

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

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

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

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

LCAP Goal

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Strategies/Activities

Strategy/Activity 1

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

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

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

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

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

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

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

Students to be Served by this Strategy/Activity

X   English Learner

X   Foster Youth

X   Low Income

X   Students with Disabilities

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	8591.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher Extra Duty for demonstration and facilitating activities and information during Family Nights

Amount	3269.00
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified extra duty

Amount	2774.00
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies for Parent communication and activities

Amount	5178.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies for Student and parents at school gatherings

Amount	2500.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	**Material and supplies for parent events and meetings

Amount	3269.00
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra duty for school Librarian

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment

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

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

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

Expected Annual Measurable Outcomes

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

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

Planned Strategies/Activities

Strategy/Activity 1

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

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

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

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

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

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

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

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2019-6/30/2020

Person(s) Responsible
Principal, Academic Coach, Teacher Leaders

Proposed Expenditures for this Strategy/Activity

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

Budget Reference   5000-5999: Services And Other Operating Expenditures

Description   NEW: Software subscription to support behavior data tracking & behavior positive support/interventions

Amount   3500.00

Source   LCFF

Budget Reference   5800: Professional/Consulting Services And Operating Expenditures

Description   NEW: Attendance incentives

Centralized Services for Planned Improvements in Student Performance

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

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

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

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

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

Centralized Services do not include administrative costs.

Budget Summary and Consolidation

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

Budget Summary

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

Allocations by Funding Source

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

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$134,579.00
Title I Part A: Parent Involvement	$2,774.00

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

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

State or Local Programs	Allocation ($)
LCFF	$186,243.00

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

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

Expenditures by Funding Source

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

Expenditures by Budget Reference

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

Expenditures by Budget Reference and Funding Source

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

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jamie Mauer			X		
Melissa Ferguson		X			
Jennifer Briones				X	
Aaron Tarzian	X				
Stephany Garcia				X	
Leonard Bench III		X			
Taryn Sall		X			
Anne Lorraine Stock				X	
Valentin Corral				X	
Brianne Schuld				X	
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 expenditures to the district governing board for approval and assures the board of the following:

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
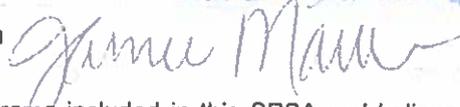
Signature	**Committee or Advisory Group Name**
English Learner Advisory Committee	*[signature] Paul A. Corral*
Other: Leadership Team	*[signature] Jamie Mann*

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

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

This SPSA was adopted by the SSC at a public meeting on October 15, 2019.

Attested:

Principal, Aaron Tarzian on *[signature]*

SSC Chairperson, Valentin Corral on *[signature]*