School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rio Del Valle Middle School	56725616055495		

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.

This plan outlines the goals, priorities, and specific strategies at the school site in order to align and address educational needs with the LCAP, student needs and community. This plan was written based on a needs assessment, input from educational partners/stakeholders, and a collaborative review of data with site administration, leadership team, and school site council.

The plan identifies school goals of improving attendance, and academic achievement in all subject areas as well as improving the climate and culture of the school to support reducing student suspensions, increase attendance and engagement, and improving the learning environment for all students. The plan outlines each strategy that will be implemented and the state and federal funding that will support the strategies that have been identified by the parent, student, and staff community members that have provided input and feedback throughout the SPSA development process via: School Site Council, English Learner Advisory Committee, Title I parent night, staff and parent needs assessments, School Staff Meetings, Parent Teacher Student Association meetings, state released data on student achievement, attendance and suspension, and other qualitative data collection throughout the SPSA development process.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Surveys during the school year included the Youth Truth Survey and the California Healthy Kids Survey (CHKS), which collected data from students, staff and parents, needs assessment surveys to staff in the beginning of the year, and communications in parent square that included surveys to families, students and staff. School Site Council and English Learner Advisory Committee provided meaningful feedback as well. Overall the feedback indicates a moderately high level of satisfaction for how Rio del Valle has handled the return to in-person instruction, but also highlighted the need for three areas: More supports for English Learner population, specifically long-term English Learners, the development of a Wellness Center or other mental health supports, and a strong need for extracurricular sports, clubs, activities and enrichment that helps students feel connected to school after being in remote learning.

Classroom Observations

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

Administration conducted both formal and informal classroom observations during the school year. General findings from informal observation is that experienced teachers report burnout and stress due to the ongoing pandemic and shift from remote learning. Newer teachers report needing support with time management in addition to the stresses reported by the experienced teachers. It is observed that many teachers use direct instruction. There is a growing use of technology and engaging student-centered pedagogy in the classroom. There is room for growth in supporting other teaching strategies and integrating wellness and trauma-informed practices.

Analysis of Current Instructional Program

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

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

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

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

CAASPP results and interim assessments are the foundation of assessments used at Rio del Valle to monitor student achievement and growth over time. Rio del Valle has transitioned from CFA's (common formative assessments) to the use of interim assessments (IAB's) and performance tasks through the interim assessment section of CAASPP. The transition to using formative interim assessments is intended to allow teachers to gain pertinent student assessment data to guide their instruction and meaningful feedback for students. In addition, parents receive the interim assessment scores, and are able to gauge where students are excelling and where they have areas for reteaching and growth throughout the school year.

The Rio School District assessment calendar guides our teachers in ensuring that formative interim assessment are given throughout the school year. Teachers are able to use the data from the assessments to adjust and guide their instructional design and planning based on student needs.

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

For 2022-2023 planning we will be able to use Spring 2022 CAASPP data, the first time since 2019. During the 2021-2022 school year, due to COVID and its affects on student assessment, attendance, and data collection the site was able to use the Spring of 2019 CASSPP data as our baseline to improve upon. Leadership team and staff meeting time was used to review disaggregated data and set goals for the 2021-2022 school year. Data from the fall and spring IAB's (formative interim assessments) is being analyzed and as it becomes available is used during staff meeting and PLC time for staff to reflect and set goals for instruction. A need that has been identified is to implement a process to collect and share students' individual reading levels with all teachers. Teachers at Rio del Valle have been "teamed" in order to optimize data-driven discussions during collaboration time.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

According to the Title I Teacher Equity Report, of the 35 teachers at Rio del Valle all teachers for the 2022-2023 school year are highly qualified.

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

All state-adopted materials are accessible and board approved. Supplemental standards-based materials are available and updated regularly through site leadership team. The Rio School District is currently exploring ELD adoption for 2022-2023 school year.

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

Staff development occurs twice a month. Teachers engage in district established topics and options once a month and collaborate on site once a month to further their knowledge of instructional practices and methods, behavior and classroom management strategies and supports, educational technology, and assessment protocols and procedures. Teachers collaborate as grade levels and departments to learn with each other and share best practices and strategies for teaching and learning as well as review student work and assessment data. Teachers also engage in additional professional development opportunities throughout the year as the district and site budgets provides registration fees and substitute costs for teachers to participate in numerus professional development topics of their own choosing.

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

The Rio School district employs a district math, ELD, and science TOSA that provides one on one and group support and training for teachers. District TOSA's teach and co-teach lessons, observe classroom teachers, and collaborate on lesson and assessment design.

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

Grade level PLC collaboration occurs on a monthly basis to discuss lesson design, assessment results, and to collaborate on student needs and parent teacher conferences.

Teaching and Learning

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

Teachers follow the California state standards in lesson design and instruction and use various materials and content sources to meet the state standards for each grade level subject area. District adopted curriculum, supplemental curriculum resources, support from district TOSA's allow teachers to use a variety of materials and strategies to teach the California state standards to students and prepare them for state assessments as well as incorporating inquiry based and "Five C's" teaching and learning.

School Site Council, ELAC, site leadership team, and two staff meetings were conducted during Spring 2022 resulting in the following recommendations for the 2022-2023 school year:
The following areas are identified for improvement:
1. Additional mental and emotional support needed for students. It is requested to have additional counseling and the formation of a Wellness center or similar.
2. Overhaul of the IPT process for students with Tier III needs. Currently the site is working to improve and streamline the process so that students and families may access supports sooner and easier.
3. Provide tutoring and supports for long-term English Learners.
4. Strong emphasis on re-establishing the sports academy, clubs, and activities that allow students to feel connected to school.

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

Rio del Valle bell schedule meets the state required of instructional minutes, which are were established by the Rio School District and implemented consistently throughout the district. During the 2021-2022 school year there was a committee established to review and optimize the bell schedule, including ensuring adherence to recommended instructional minutes.

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

Rio del Valle has sections of designated ELD instruction for English Learners and SAI sections to support students with IEP's.

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

All classrooms meet the state and county requirements for instructional materials and are coordinated with the Rio School District's Educational Services Department. The Williams Act inspection conducted this year ensured compliance on student materials and textbooks. In addition, various technology and paper based supplemental instructional programs have been purchased and are being used including Moby Max, Flocabulary, IXL, Desmos, Read 180 and System 44 in language arts classes, and Renaissance STAR math and language arts in SAI classes and intervention classes

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

Instructional materials in place are purchased through the educational services department and meet state requirements. Additional materials purchased for grade level and intervention purposes are purchased at both the district and site level and are used to support student performing above, at, and below grade level.

Opportunity and Equal Educational Access

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

All students have access to intervention courses. Students also have tutoring available after school and through the after-school Explore program, which specifically targets unduplicated and underperforming students. ELD instruction is targeted based on proficiency level and reviewed and monitored regularly.

Evidence-based educational practices to raise student achievement

Teachers collaborate in PLC teams to review student assessment data and inform best practices. All classrooms use technology to ensure continuity of learning through posting assignments in Google classroom. Targeted populations including English Learners, homeless and foster youth, and students with disabilities are provided support and resources through the master schedule and weekly counselor coordination of services meetings. The site leadership team consisting of teachers and administration meet monthly to review current status and to make decisions that then go to department meetings.

Parental Engagement

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

All students are provided with a laptop and access to a hotspot or free/reduced cost home internet in order to allow student to engage in their school work and learning from home as well as to be able to participate in online "google meets" for parent teacher conferences and other parent nights hosted by the school and district. Student are provided with all instructional materials they need by the school on an as needed basis, and school counselors work directly with students and parents with both "in house" and outside resources for academic, social emotional, and mental health needs. Rio del Valle has an English Learner Advisory Committee, comprised of staff and parents, that meets monthly to support and provide input on programs for English Language Learner students and has an SSC (School Site Council), comprised of teachers, non-teaching staff, parents, and students that meet monthly to review the current school goals and strategies to meet these goals, the effectiveness of strategies, and to review data in relation to school goals in effort to improve the success of underachieving students.

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

The evaluation of all school programs is conducted by School Site Council, English Learner Advisory Committee, Leadership Team Meetings, the needs assessment and survey data, and the district-lead superintendent roundtable sessions.

Funding

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

Title I funds are used to support extra classroom support for unduplicated pupils including extra personnel, instructional materials, after school tutoring for newcomer English Learners, class sets of novels, software, and professional development.

Fiscal support (EPC)

Funds are strategically aligned with LCAP and site SPSA to target needs based on student learning data. Student learning results from both state standardized assessments and interim assessment data is shared with staff. During Professional Learning Community meetings, teachers, curriculum coordinators, and administrators. Data is also utilized to monitor students progress via both the general classroom and through the IPT process.

Educational Partner 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

Rio Del Valle Middle School requested the involvement of the following groups in developing this plan:

- School Site Council
- English Language Advisory Committee
- School Site Leadership
- Staff Meetings

School Site Council meetings are held every third Wednesday of the month. While presenting district initiatives, the council is involved in developing, approving, and overseeing the site specific initiatives. Moreover, the Council reviews the allocation and spending of site specific funds on the development of the site learning plan.

English Language Advisory Committee meetings are held throughout the year. As the school site council develops and allocates funds, the ELAC committee is involved in informing the SSC in the academic and social/emotional needs for this specific student group. The ELAC will advise the SSC on specific allocations/needs of the Title 1 funds to improve their program.

In conjunction with the two above school/parent committees, the School Leadership team informs both committees as to the academic needs of students and make recommendations to both.

During site staff meetings, teachers reviewed the recommendations of SSC, ELAC, Site Leadership and gave input on the four SPSA goals for 2022-2023

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 6	281	216	216
Grade 7	237	284	215
Grade 8	301	232	278
Total Enrollment	819	732	709

Conclusions based on this data:

1. Over ninety percent of students are Hispanic/Latino.
2. Sixth and eighth grades show a decline in enrollment.
3. Student white subpopulation has increased.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	378	315	319	46.2%	43.00%	45.0%
Fluent English Proficient (FEP)	179	170	170	21.9%	23.20%	24.0%
Reclassified Fluent English Proficient (RFEP)	35	52		9.9%	7.10%	

Conclusions based on this data:

1. English Language Learners comprise 45% of the school population.
2. Reclassified students has consistently doubled over the last three years.
3. Overall English Learner population has decreased.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	237	212	211	234	210	207	234	208	207	98.7	99.1	98.1
Grade 7	297	286	202	294	275	197	293	269	197	99	96.2	97.5
Grade 8	246	229	272	240	223	268	240	221	267	97.6	97.4	98.5
All Grades	780	727	685	768	708	672	767	698	671	98.5	97.4	98.1

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	2487.	2483.	2467.	6.84	10.10	5.80	26.50	20.67	17.87	32.05	25.96	31.40	34.62	43.27	44.93
Grade 7	2521.	2501.	2538.	8.53	7.06	14.21	30.38	22.68	29.44	27.30	29.37	27.92	33.79	40.89	28.43
Grade 8	2533.	2530.	2528.	11.25	12.22	8.61	25.83	23.98	26.59	27.50	28.51	29.96	35.42	35.29	34.83
All Grades	N/A	N/A	N/A	8.87	9.60	9.39	27.77	22.49	24.74	28.81	28.08	29.81	34.55	39.83	36.07

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	9.40	7.69	8.70	45.30	51.92	51.21	45.30	40.38	40.10
Grade 7	14.33	8.21	12.69	40.27	60.45	58.88	45.39	31.34	28.43
Grade 8	15.83	15.38	10.86	39.17	52.49	57.30	45.00	32.13	31.84
All Grades	13.30	10.33	10.73	41.46	55.38	55.89	45.24	34.29	33.38

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	8.55	11.65	3.38	55.98	44.66	43.00	35.47	43.69	53.62
Grade 7	18.21	8.58	22.45	53.95	50.00	59.69	27.84	41.42	17.86
Grade 8	19.17	14.81	14.29	51.25	46.30	48.87	29.58	38.89	36.84
All Grades	15.56	11.45	13.30	53.73	47.25	50.22	30.72	41.30	36.47

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	11.11	13.46	8.70	64.53	67.79	71.98	24.36	18.75	19.32
Grade 7	8.19	5.97	11.68	64.16	76.87	72.08	27.65	17.16	16.24
Grade 8	10.83	10.86	9.74	64.58	75.57	75.66	24.58	13.57	14.61
All Grades	9.91	9.76	9.99	64.41	73.74	73.47	25.68	16.50	16.54

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	10.26	14.90	11.11	59.40	62.02	64.25	30.34	23.08	24.64
Grade 7	20.82	13.75	17.77	49.83	60.59	57.87	29.35	25.65	24.37
Grade 8	19.17	18.55	15.73	46.67	66.52	65.17	34.17	14.93	19.10
All Grades	17.08	15.62	14.90	51.76	62.89	62.74	31.16	21.49	22.35

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

Conclusions based on this data:

1. Overall achievement decreased by nearly 3%
2. Reading increased by nearly 9%, Research/inquiry increased by nearly 8% and listening improved nearly 10%
3. The greatest area of decline is writing

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	237	212	211	237	209	209	237	208	209	100	98.6	99.1
Grade 7	297	286	202	296	270	199	296	268	199	99.7	94.4	98.5
Grade 8	246	229	272	244	215	267	244	211	266	99.2	93.9	98.2
All Grades	780	727	685	777	694	675	777	687	674	99.6	95.5	98.5

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	2482.	2434.	2458.	8.86	4.33	6.22	15.19	8.65	13.40	33.33	26.92	24.88	42.62	60.10	55.50
Grade 7	2462.	2459.	2469.	3.38	4.85	9.55	11.49	10.45	11.06	28.72	26.87	19.60	56.42	57.84	59.80
Grade 8	2495.	2471.	2472.	7.79	4.74	4.89	15.57	10.90	10.90	18.44	21.33	19.92	58.20	63.03	64.29
All Grades	N/A	N/A	N/A	6.44	4.66	6.68	13.90	10.04	11.72	26.90	25.18	21.36	52.77	60.12	60.24

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	11.39	2.40	6.22	35.44	33.17	33.97	53.16	64.42	59.81
Grade 7	9.46	4.53	9.05	25.68	40.75	33.17	64.86	54.72	57.79
Grade 8	10.25	5.71	6.02	30.33	38.57	35.34	59.43	55.71	58.65
All Grades	10.30	4.25	6.97	30.12	37.77	34.27	59.59	57.98	58.75

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

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	10.97	6.73	5.26	39.66	37.02	42.58	49.37	56.25	52.15
Grade 7	6.42	5.22	8.54	37.16	49.25	51.26	56.42	45.52	40.20
Grade 8	11.07	5.24	7.52	34.02	50.48	49.25	54.92	44.29	43.23
All Grades	9.27	5.69	7.12	36.94	45.92	47.77	53.80	48.40	45.10

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	10.55	5.29	8.61	45.57	57.21	57.42	43.88	37.50	33.97
Grade 7	5.07	5.60	5.03	47.64	60.82	56.28	47.30	33.58	38.69
Grade 8	10.66	2.84	4.51	47.95	66.82	53.76	41.39	30.33	41.73
All Grades	8.49	4.66	5.93	47.10	61.57	55.64	44.40	33.77	38.43

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

Conclusions based on this data:

1. Overall math showed a sharp decline with 60.12% standard not met compared with previous year 52.77% not met.
2. Communicating reasoning showed great improvement with 33.77% met compared to 2017-2018 45.6% not met.
3. 7th grade showed great improvement in problem solving, while 6th and 8th grade declined over three years.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	1533.2	1518.0	1530.3	1525.0	1527.2	1531.2	1540.8	1508.4	1529.1	112	89	104
7	1545.2	1537.1	1564.9	1541.4	1544.4	1566.5	1548.6	1529.2	1562.9	131	126	77
8	1553.1	1565.1	1566.0	1544.7	1577.9	1565.9	1561.1	1551.7	1565.7	79	85	111
All Grades										322	300	292

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	23.21	20.45	25.00	42.86	31.82	36.54	25.89	26.14	28.85	8.04	21.59	9.62	112	88	104
7	22.90	22.58	44.16	45.04	37.10	29.87	25.19	29.03	18.18	6.87	11.29	7.79	131	124	77
8	31.65	37.65	27.93	30.38	24.71	53.15	26.58	20.00	11.71	11.39	17.65	7.21	79	85	111
All Grades	25.16	26.26	31.16	40.68	31.99	41.10	25.78	25.59	19.52	8.39	16.16	8.22	322	297	292

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	38.39	37.50	40.38	41.07	32.95	44.23	12.50	19.32	8.65	8.04	10.23	6.73	112	88	104
7	45.04	38.71	57.14	32.06	39.52	29.87	15.27	15.32	6.49	7.63	6.45	6.49	131	124	77
8	40.51	54.12	51.35	31.65	22.35	34.23	17.72	11.76	9.01	10.13	11.76	5.41	79	85	111
All Grades	41.61	42.76	48.97	35.09	32.66	36.64	14.91	15.49	8.22	8.39	9.09	6.16	322	297	292

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	13.39	6.82	7.69	36.61	13.64	25.00	33.04	30.68	43.27	16.96	48.86	24.04	112	88	104
7	14.50	4.84	28.57	25.95	22.58	24.68	47.33	45.16	35.06	12.21	27.42	11.69	131	124	77
8	22.78	20.00	18.92	29.11	30.59	34.23	31.65	16.47	37.84	16.46	32.94	9.01	79	85	111
All Grades	16.15	9.76	17.47	30.43	22.22	28.42	38.51	32.66	39.04	14.91	35.35	15.07	322	297	292

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	28.57	26.14	21.15	57.14	47.73	69.23	14.29	26.14	9.62	112	88	104
7	13.74	16.13	20.78	67.94	66.94	66.23	18.32	16.94	12.99	131	124	77
8	16.46	30.59	23.42	68.35	52.94	66.67	15.19	16.47	9.91	79	85	111
All Grades	19.57	23.23	21.92	64.29	57.24	67.47	16.15	19.53	10.62	322	297	292

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	47.32	61.36	57.69	43.75	32.95	35.58	8.93	5.68	6.73	112	88	104
7	65.65	74.19	71.43	26.72	20.16	22.08	7.63	5.65	6.49	131	124	77
8	51.90	74.12	61.26	35.44	16.47	32.43	12.66	9.41	6.31	79	85	111
All Grades	55.90	70.37	62.67	34.78	22.90	30.82	9.32	6.73	6.51	322	297	292

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	12.50	11.36	9.62	47.32	27.27	38.46	40.18	61.36	51.92	112	88	104
7	13.74	12.90	31.17	48.09	42.74	38.96	38.17	44.35	29.87	131	124	77
8	30.38	38.10	27.03	41.77	21.43	42.34	27.85	40.48	30.63	79	84	111
All Grades	17.39	19.59	21.92	46.27	32.09	40.07	36.34	48.31	38.01	322	296	292

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	38.39	5.81	22.12	56.25	76.74	67.31	5.36	17.44	10.58	112	86	104
7	18.32	8.06	27.27	75.57	70.97	64.94	6.11	20.97	7.79	131	124	77
8	10.13	5.88	8.11	83.54	72.94	84.68	6.33	21.18	7.21	79	85	111
All Grades	23.29	6.78	18.15	70.81	73.22	73.29	5.90	20.00	8.56	322	295	292

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

Conclusions based on this data:

1. Number of students taking ELPAC is decreasing due to enrollment and reclassification
2. Students perform significantly higher in listening and speaking compared to reading and writing.
3. The writing domain has the most significant decreases with more students in beginning and somewhat/moderately instead of well developed, which is trending downward.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
709	**74.9**	**45.0**	**0.4**
Total Number of Students enrolled in Rio Del Valle Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	319	45.0
Foster Youth	3	0.4
Homeless	85	12.0
Socioeconomically Disadvantaged	531	74.9
Students with Disabilities	111	15.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	0.6
American Indian		
Asian	4	0.6
Filipino	25	3.5
Hispanic	636	89.7
Two or More Races	2	0.3
Pacific Islander		
White	38	5.4

Conclusions based on this data:

1. Most students (78.7%) are socioeconomically disadvantaged.
2. The school has a significant homeless population with 95 students identified.
3. Special education is 13.5% of the population which is slightly higher than the state average.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

1	2	3	4	5
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts 2 Low	**Chronic Absenteeism** 1 Very High	**Suspension Rate** 3 Medium
Mathematics 1 Very Low		
English Learner Progress 4 High		

Conclusions based on this data:

1. Since coming back from remote learning, chronic absenteeism is an area where the school needs to put more strategic focus.
2. Suspension rate has improved.
3. Mathematics, as identified in earlier data analysis, is an urgent area for more growth.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

1	2	3	4	5
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	5	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
2 Low 37.6 points below standard 668 Students	2 Low 54.2 points below standard 407 Students	0 No Performance Level 3 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
2 Low 68.5 points below standard 78 Students	2 Low 45.3 points below standard 504 Students	1 Very Low 101.5 points below standard 103 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
0 No Performance Level 3 Students		0 No Performance Level 3 Students	0 No Performance Level 59.3 points above standard 25 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
2 Low 41.7 points below standard 600 Students	0 No Performance Level 2 Students		2 Low 39.7 points below standard 34 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
84.4 points below standard 261 Students	0.0 points below standard 146 Students	24.1 points below standard 208 Students

Conclusions based on this data:

1. Homeless population saw significant decline. More strategic focus needs to go into this area.
2. English learner scores improved by 11.4 points
3. Students with disabilities improved greatly.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

1	2	3	4	5
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
5	1	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
1 Very Low 100.7 points below standard 665 Students	1 Very Low 118.1 points below standard 404 Students	0 No Performance Level 3 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
1 Very Low 137.2 points below standard 78 Students	1 Very Low 110.5 points below standard 501 Students	1 Very Low 165.5 points below standard 101 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
0 No Performance Level 3 Students		0 No Performance Level 3 Students	0 No Performance Level 12.9 points above standard 25 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
1 Very Low 106.9 points below standard 597 Students	0 No Performance Level 2 Students		2 Low 85.8 points below standard 34 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
144.0 points below standard 260 Students	71.2 points below standard 144 Students	88.2 points below standard 208 Students

Conclusions based on this data:

1. Overall there was maintenance in math scores.
2. English learners and students with disabilities improved.
3. Homeless population declined significantly.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
4 High
61.6 making progress towards English language proficiency
Number of EL Students: 281 Students
Performance Level: 4

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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
34	74	30	143

Conclusions based on this data:

1. There is not enough data to compare years of progress.
2. In 2019 the school performance level was high with 59.7% making progress toward English proficiency.
3. 15.1 decreased one level while 32.1 maintained and 52.5 progressed at least one level.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

5	4	3	2	1
Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
6	0	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
1 Very High 24.8% Chronically Absent 729 Students	1 Very High 25.2% Chronically Absent 341 Students	0 No Performance Level Less than 11 Students 6 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
1 Very High 25% Chronically Absent 92 Students	1 Very High 27.5% Chronically Absent 556 Students	1 Very High 34.2% Chronically Absent 117 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
0 No Performance Level Less than 11 Students 5 Students		0 No Performance Level Less than 11 Students 4 Students	0 No Performance Level 8% Chronically Absent 25 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
1 Very High 25.4% Chronically Absent 653 Students	0 No Performance Level Less than 11 Students 3 Students		1 Very High 23.1% Chronically Absent 39 Students

Conclusions based on this data:

1. In 2019 attendance improved in all categories except homeless students and students with disabilities.
2. Attendance for students with disabilities maintained.
3. Homeless student attendance decreased.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

5	4	3	2	1
Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	6	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
3 Medium 5.7% suspended at least one day 742 Students	3 Medium 5.8% suspended at least one day 347 Students	0 No Performance Level Less than 11 Students 6 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
3 Medium 5.4% suspended at least one day 92 Students	3 Medium 5.3% suspended at least one day 564 Students	3 Medium 4.2% suspended at least one day 118 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
0 No Performance Level Less than 11 Students 5 Students		0 No Performance Level Less than 11 Students 4 Students	0 No Performance Level 0% suspended at least one day 25 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
3 Medium 5.7% suspended at least one day 664 Students	0 No Performance Level Less than 11 Students 4 Students		3 Medium 7.5% suspended at least one day 40 Students

Conclusions based on this data:

1. Suspension rates declined in almost every category.
2. English Learner suspension maintained.
3. Suspensions declined due to the use and support of alternate means of correction.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

ELA: Reading, Writing and ELD

LEA/LCAP Goal

LCAP Goal 1 addresses pupil outcomes and student engagement. The objective is to provide an education that will prepare students to thrive in the 5Cs: Critical Thinking, Creativity, Communication, and Caring. This goal also builds on providing extra supports toward priorities aligned with pupil outcomes and conditions of learning. This goal addresses the requirement to go beyond ELA and Math to ensure that students have access to and are enrolled in a broad course of study.

Goal 1

SCHOOL GOAL:

2022-2023:
Given the impact the current school closures, and subsequent Distance Learning model has had on our students, our goal has been to maintain a learning pace in which the learning loss can be minimized. We are striving to have our students maintain or exceed their progress from 2018-2019, as we do not have a clear measure of growth from last year due to the unexpected closure in March 2019. 2022 CAASPP scores will be reviewed and analyzed in Fall 2022.

By June 2023, 40% of RDV students will meet or exceed the standard as measured by the CAASPP assessment. In the 2018-2019 school year students achieved 35% of students meeting at or above grade level which is a decrease of 2 percentage points from 2017-2018. In 2016-2017 CAASPP exam approximately 36.6% of all students met or exceeded the standard. Within our EL subgroup 12.3% met the standard, our goal is that 15% of the EL students meet the standard. Within the EL group, there is a group of EL students that are enrolled in the AVID Excel program. This small cohort averaged 13.6% on the ELA CAASPP assessment.

Identified Need

Goal 1 will focus on the development of reading fluency & comprehension, writing, speaking, and the development of the English language and structures. Development of this goal has taken into consideration the assessment data, input from the school site council, ELAC, site leadership team, and English Language Coordinator, and the limitations that Distance Learning and a continued closure may have on students.

- California Dashboard for Rio Del Valle Middle School
- CAASPP
- District Assessments

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Overall ELA	37%	42%
CAASPP Sub Group EL	11.6%	13.6%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strategy/Activity
- Purchase additional, high interesting reading materials for the RDV library and RDV students.
- Update and renew classroom libraries and novel sets.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4500.00	Title I 010-4300-3010-0-1110-1000-005-200-0000-0

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Long Term LTELs

Strategy/Activity

AVID Excel courses for long term English Language Learners
- Create minimum one AVID Excel class at grade levels 7th and 8th
- Students will learn study skill strategies
- Academic Language instruction - focus on EL language needs
- Organizational skills instruction
- Exposure and introduction to the college pathway. Research and visits to colleges.
- Family nights to support our families in understanding of the college path
- Community outreach through service oriented opportunities
- Supplies and Materials for AVID classes - journals, interactive notebooks, binders, classroom posters, etc… $1,000
- Classroom tutors two times per week - $7,200
- College Field Trips, including cost of guest teachers - $500.00
- Parent nights - $500.00

- Student agendas for organization, AVID support - $3,000.00

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12200.00	LCFF 010-4300-0000-0-1110-1000-005-200-L113-0 010-4300-3010-0-1110-1000-005-200-0000-0

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All first time college path students applying for AVID, just approaching standards as measured by CAASPP

Strategy/Activity

Students within the AVID program will be enrolled in an AVID class. The class will focus on the following:

- Students will learn study skill strategies
- Academic Language instruction
- Organizational skills instruction
- Exposure and introduction to the college pathway. Research and visits to colleges.
- Family nights to support our families in understanding of the college path
- Community outreach through service oriented opportunities

Activities & Associated Cost:

- Tutors twice a week for 4 classes - $7,200
- Supplies and Materials - $ 1,500
- AVID Coordinator Stipend - $1,700
- College field trips - $1,500.00
- Family Nights $500.00

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12400.00	LCFF

	010-5200-0000-0-4760-1000-005-200-413-0 010-5200-3010-0-1110-1000-005-200-00PD-0 010-4300-3010-0-1110-1000-005-200-0000-0

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Materials and workbooks for English Language Arts and English Language Development

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000.00	LCFF

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English language learners at the beginning levels of language acquisition

Strategy/Activity

ELD teacher will focus on additional English language skills for students at the beginning stages of language acquisition.

Bilingual Instructional Assistant will be assigned to assist students enrolled in ELD courses.

One hour of tutoring will be provided per week.
Tutoring in reading comprehension will be offered to Title 1 students. These students will be identified by the counselor.
Students will have access to an online platform to support their initial acquisition of the English Language.

IXL licenses will be purchased for students in levels 3-4 ELD classes cost associated with goal are referenced in Activity 11
Scholastic Action - reading material that is used by our ELD for level 3-4 students.
No Cost to the school site - District Department of Education will subsidize the cost of tutoring.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
19800.00	Title I 010-4300-3010-0-1110-1000-005-200-0000-0

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers across the content areas and grade levels will be encouraged to attend professional development specifically those strategies that support our ELD students and EO student who struggle with reading and writing.

- Support students in developing a greater comprehension of the content through the use of strategies that target student language learning needs.

Professional Development - $2,000.00
Cost $ 1,000 if guest teacher is required for release time

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000.00	LCFF

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Spelling Bee. Students will be encouraged to participate in site and county spelling bee. Funding will be used for:

- Coach Stipend
- Recognitions and awards

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	LCFF 010-5800-3010-0-1110-1000-005-200-000-0

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students needing intervention as determined by formative assessments made by the teacher, CFAs, and other district matrices in grades 7 and 8

Strategy/Activity

English Language Arts Tutoring

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	LCFF 010-4200-0030-0-1110-2420-005-000-0000-0

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Web based programs that will supplement instruction for students in the development of language arts and English Language development. Programs include IXL, MobyMax, Edpuzzle.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6299.00	Title I 010-5800-3010-0-1110-1000-005-200-000-0

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The 2021-2022 school year was the first full in-person school for students and staff since 2019 due to the COVID-19 pandemic.

Continued programs that have supported students and have been carried over are as follows:

- all students have one-to-one devices and receive tech support through the school site
- Students without wifi were provided a device to connect to school
- Title 1 - EL students are provided one hour per week of tutoring outside of the normal day
- AVID teachers attended a virtual summer institute
- CALL training was attended by the remaining members of our staff at the beginning of the school year

It was challenging to measure growth made due to the covid-19 pandemic and school closures. CAASPP was not taken by students in the 2019-2020 school year, therefore we have to use the 2018-2019 scores to measure growth or regression. There were no significant forms of assessment that were provided in the remainder of the 19-20 school year.
The combined strategies that the plan has called for resulted in an improvement in reading as measured by the CAASPP exam. Math has held steady in most areas. It is clear for ELPAC that we need to continue focus on reading and comprehension strategies.

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

There are no major differences between the intended and actual implementation at this time.

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

This year we adjusted the expected outcomes for students meeting and/or exceeding on the State exam. In the absence of a prior year baseline, we are using the baseline from 2019-2020 and estimating the potential impact the closure has had on student learning, to establish goals for this school year.
In addition, we have implemented a number of online learning platforms to support students in learning, which are continuing to be used while in person. While the language arts and English Language Development program continues to rest on the standards as outlined by the State, additional support has been put in place to keep students engaged and advancing.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Mathematics

LEA/LCAP Goal

LCAP Goal 1 addresses pupil outcomes and student engagement. The objective is to provide an education that will prepare students to thrive in the 5Cs: Critical Thinking, Creativity, Communication, and Caring. This goal also builds on providing extra supports toward priorities aligned with pupil outcomes and conditions of learning. This goal addresses the requirement to go beyond ELA and Math to ensure that students have access to and are enrolled in a broad course of study.

Goal 2

2022-2023:
Given the impact the current school closures, and the subsequent Distance Learning model, has had on our students, our goal has been to maintain a learning pace in which the learning loss can be minimized. We are striving to have our students maintain or exceed their progress from 2018-2019.

By June 2023, 25% of RDV students will meet or exceed the standard as measured by the CAASPP assessment.

Identified Need

CAASPP
Common Formative Assessments

In the 2018-2019 CAASPP exam approximately 19.3% of students met the standard. In 2017-2018 22.33% of students either met or were above standard.
There was a decline in growth of about 3% over the 2017-2018 school year. Our goal is to have 15% of our EL students meet or exceed the standard. In 2017-2018 our EL students averaged 4.3% who met or exceeded the standard, the average for 2018-2019 was 8% , EL students had an increase of 3.7% over the prior year. EL students in the AVID Excel program averaged 7.33%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Overall Math	22.3%	30%
CAASPP Sub Group EL	4.3%	7%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will use and be trained in a variety of modalities to reach math learners: visual, kinesthetic, virtual and pencil/paper, use of manipulatives and use a variety of instructional strategies including project based learning, flipped classroom, and traditional approaches. In order to facilitate this, the site will purchase manipulatives, supplies, calculators, visuals and any other supplies needed for these modalities of learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000.00	Title I 010-4300-3010-0-1110-1000-005-200-0000-0

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

After school tutoring. Students will be identified by the teacher through formative and summative data analysis. Title 1 students will be included, as well as non-title 1 students who are in need of intervention.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000.00	Title I 010-1103-3010-0-1110-1000-005-200-0000-0

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Purchase of licenses for interactive web based math program to support student learning. The programs can be used to support student learning needs (build skills), as well as support students who need to be challenged. Programs include Manga High, Delta Math, IXL, Desmos

Manga High is a gamified program that allows students to practice skills learned in class. It offers the students an interactive learning platform and they earn medals for their progress. In addition, it allows for opportunities to compete with other students around the world.
Delta Math - provides students to practice skills that they are struggling with. This platform provides them step by step help, and it allows the teacher to provide students with a program which focuses on the specific skills they need help with.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000.00	Title I 010-4300-3010-0-1110-1000-005-200-0000-0

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Cross grade level articulation. 7th and 8th grade teachers will articulate with the high school 9th grade teachers. 6th grade teachers will articulate with district 5th grade teachers from the feeder schools. This is a district supported activity, and there will be no cost to the site.
In school articulation 6th to 7th and 7th to 8th to find target areas for learning.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No cost to site

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Math teachers will be encouraged to participate in professional development that has a focus on addressing the needs of language learners and those students who are challenged with reading and writing.
In addition, math teachers will be encouraged to attend professional development opportunities that will assist in the further development of math skills and learning pedagogy. Cost includes substitute teacher coverage.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500.00	Title I 010-1103-3010-0-1110-1000-005-200-0000-0

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Math workbooks

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,000.00	Title I 010-4300-3010-0-1110-1000-005-200-0000-0
3000.00	LCFF 010-4300-0000-0-4760-1000-005-200-L113-0

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The majority of the strategies mentioned in this plan were carried over from the previous school year plan. The online systems that were most implemented and carried in to in-person instruction are Manga High and IXL.

Targeted tutoring has been given to the Newcomer English Learner population and the site is working with the after school Explore program to offer more targeted tutoring.

The following assessment is from the previous school year in which students participated in the CAASPP:
The strategies and activities resulted in an increase in student performance of about 2.7% over the previous year, but we did not meet our goal of 25% of students meeting standard at every grade level. 8th grade students reached this goal, but the other two grade levels fell a little short of the goal.
There is no CAASPP data available for the 2019-2020 school year.

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

There were no differences in the proposed expenses and the actual expenses.

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.

For this year we have kept the same strategies and activities. We have added the following:

- more math content area teachers to attend professional development events
- we have increased the number of hours that we will be providing after school tutoring
- we added online platforms to support students during Distance Learning/Hybrid Learning and continue to use these in-person

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School Climate, including suspension & attendance outcomes

LEA/LCAP Goal

LCAP Goal 3 addresses pupil student engagement in order to build on and enhance enriching opportunities to provide an education that will prepare students to thrive in the 5Cs: Critical Thinking, Creativity, Communication, and Caring. This focus goal provides extra support for expanding social and emotional support for students by ensuring positive school climate and improved attendance and suspension rates.

Goal 3

By June 2023, Rio del Valle will improve attendance by 2% through creating a warm and caring environment which will include opportunities for students to engage with each other in positive social climates, provide learning opportunities outside of the regular classroom, participate in sports, implement PBIS/CHAMPS, provide opportunities for recognition, the development of a Wellness Center and activities, and support our extended learning day - Explore.

Identified Need

Due to COVID-19 closure and return to in-person instruction, the site has seen the need for increased Social and Emotional support.

Rio Del Valle will continue its implementation of CHAMPS and provide school-wide "smart start" during homeroom to re-teach expectations. As new teachers are hired they are offered the opportunity to attend CHAMPS training. Each teacher is provided a manual with numerous strategies to be used within the classroom and in shared spaces. Rio Del Valle also implemented the Caring Classrooms, curriculum to address the SEL needs of the students.

RDV facilities continues in it's improvement stages. Goals within facilities improvement are:

- Outdoor field improvements
- Cafeteria and MPR improvements

RDV will secure full-time, highly qualified teachers in all departments.
Rio del Valle will continue to develop opportunities for students within the arts, History, STEAM, Peer Support and athletics.

Youth Truth Survey
California Healthy Kids Survey
Summative data on discipline and attendance
Evaluation of CHAMPS Implementation
Implementation of Caring Schools
Development of MTSS in academics and behavior
Last year RDV had approximately 45 days of suspension, a 1.2% decrease from the previous year's 54 days of suspension. Our goal is to reduce this amount with the use of alternative means of

corrections, developing structures within our school climate to support students and teachers. In order to accomplish this, RDV needs to improve record keeping, professional development, parent outreach, and building community networks that will support our students and families.
Attendance has been strong at RDV, but within the small percentages of frequently absent students, there is a need to identify the factors that impact these absences. Increasing the use of SART, SARB, and our district nurse will support us in identifying these needs and therefore our students/families. We have seen an increase in independent study contracts during the times of Winter Break and Spring Break.
MTSS will be measured by the number of students that are served by the IPT process, and identified by teachers for intervention support in reading and math. In addition, the counselors will keep data on the students that they service.
Suspensions will be monitored monthly. Where possible alternative forms of discipline correction will be used and documented. Alternative means of corrections will be reviewed prior to any suspension, and a list provided to the district office.
Classroom implementation of CHAMPS will be monitored with walk-throughs by site Principal, Asst. Principal and Leadership Team.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Suspension	45	20
District Reports Attendance	96.4%	96.8%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

6th-8th grade female-identifying students

Strategy/Activity

Girls STEAM club - collaboration with CSUCI or other partner
Female-identifying students are encouraged to join this after school club in order to increase the number of female students interested in the sciences. A RDV science teacher will work with CSUCI science student to develop engaging activities. Students will also have the opportunity to present their projects in the county science fair.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

1,000.00	LCFF 010-4300-3010-0-1110-1000-005-200-0000-0

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase opportunities for students to participate in athletics and Sports Academy
- Provide stipend to athletic director(s) and athletic coaches.
- Pay for entering county and city sports programs.
- Gym improvements for all students
- Uniforms
- Equipment

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
25000.00	Title I
5104.00	LCFF

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Support high-interest electives, clubs and activities with materials, opportunities for travel and competition, team uniforms or shirts, and substitute teachers for release time.
Robotics and First Robotics, Minecraft, Music, Art, Technology, Mathletes or competitive Math club, and MESA
Adding courses to the master schedule does not have a cost attached to it, but there are material cost to support the activities within these classes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10000.00	LCFF 010-4300-6382-0-1110-1000-005-200-R2SS-0 Special Projects

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue the implementation of PBIS/CHAMPS schoolwide.
Rio del Valle Middle School has committed to developing a safe and caring environment.
This entails ongoing training of school staff, additional materials needed to implement strategies and safe areas for students.
Assemblies on bullying.
Materials and incentives for PBIS/CHAMPS
Grade-level field trips for positive behavior, attendance and grades

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000.00	Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Recognize students for perfect attendance, achievement within the 5Cs, achievement in State Assessments

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000.00	LCFF 010-4300-0000-0-4760-1000-005-200-L113-0

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

ASB will host a variety of activities to promote student engagement, peer relationships, positive school climate, and support activities such as orientation, spirit weeks, sports banquet and trimester awards. Funding toward materials and school-wide incentives and spirit wear.
ASB coordinator(s) stipend. Responsible for teaching student leadership classes, directing and calendaring all school site student activity programs, and ensuring the integrity of the financial management of all student body funds.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,600.00	Title I 010-1103-3010-0-1110-1000-005-200-0000-0
3000.00	LCFF 010-4300-0000-0-4760-1000-005-200-L113-0

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Garden and outdoor classroom renovation. The garden area will be used for an outdoor classroom and support connection to gardening, nutrition, project based learning and other outdoor classroom needs. Funding for gardening materials, high-interest reading books and materials to connect with ELA and ELD classes and facility upgrades.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8000.00	Title I 010-4300-3010-0-1110-1000-005-200-0000-0

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with excessive absences

Strategy/Activity

Using district reports, and programs such as Q, we will identify students that are excessively absent. In addition, we will monitor and follow up on independent study contracts and their completion. Students with excessive absences will be offered the opportunity to develop a plan that will assist the student and family with re-engaging in school. This may be individualized for each student.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	LCFF 010-4300-0000-0-4760-1000-005-200-L113-0

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Community outreach

- Parent Workshops

Provide RDV families topics of interest, including guest speakers

- College and Career Day event

A planned day to introduce students to different careers, college/university representatives

- Peer resources training
- SARC

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,500.00	Title I 010-4300-3010-0-1110-1000-005-200-0000-0

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Development of school Wellness Center and Activities

- Designate a centrally-located classroom for the Wellness center
- Update furniture, materials and supplies to promote student and staff wellness
- Professional development for counselors, school psychologist and staff members involved with student Wellness
- Increased counselor support on campus

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,500	LCFF 010-4300-0000-0-4760-1000-005-200-L113-0

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Upgrades to school library

- updating furniture and shelving
- Creating tech spaces and additional high interest books

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000.00	Title I 010-1103-3010-0-1110-1000-005-200-0000-0

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

As of January 31, 2022, due to the omicron variant of covid-19 attendance has dropped to an unprecedented 88%. We will be using the Youth Truth, California Healthy Kids Survey (CHKS), and attendance reports from Q information system to monitor attendance and student connectedness to school.

There have been 44 suspensions and 3 expulsions, which is comparable to data to the last in-person school year (2019-2020) at this same time. The site will continue with present goals and monitor progress.

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

Proposed expenditures match the actual expenditures.

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

In addition to these goals, the School Site Council and survey data has identified the need to add and support a Wellness center and more counseling supports at school.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Academic Support

LEA/LCAP Goal

Goal 4

Academic Support in other content areas: Science, Social Science, After-School Program and Physical Education

Identified Need

The intent of this goal is to ensure that all content areas have the resources they need in order to provide students with a well-rounded education. This goal supports the overall academic success of all students. This goal will support student learning in writing in science and social science, healthy lifestyle, Physical Education, After-school program and teacher professional development within these areas.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Analysis CFA ELA & CAASPP	37%	47%
CFA Math & CAASPP	22.3%	47%
Healthy Kid Survey	70%	85%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Purchase supplemental supplies and materials to support learning within the science class and lab. Provide substitute teacher coverage and release time for grade-level collaboration to provide opportunity for curriculum alignment with NGSS standards.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8000.00	Title I 010-4300-3010-0-1110-1000-005-200-0000-0

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Parent engagement nights in the areas of social science, science, PE, electives, math or language arts

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000.00	Title I 010-4300-3010-0-1110-1000-005-200-0000-0

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Purchase of Social Science workbooks, materials and supplies.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,000.00	Title I

	010-4300-3010-0-1110-1000-005-200-0000-0

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students on site

Strategy/Activity

To eliminate barriers to student access, Physical Education department will use and provide high-quality equipment free of cost to families.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000.00	Title I 010-4300-3010-0-1110-1000-005-200-0000-0

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide students with an after school program that will support their learning. After school program will provide the students a snack, time for student engagement, and tutoring. Explore will focus on student who need additional support in academics. They will be provided tutoring, access to the library and technology. After-school program is targeted for unduplicated pupils and is scheduled to expand by 20-30 more students this school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000.00	Title I 010-1103-3010-0-1110-1000-005-200-0000-0

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Organization and study agendas

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,500	Title I 010-4300-3010-0-1110-1000-005-200-0000-0

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide students with needed supplies throughout the year

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15,000.00	Title I 010-4300-3010-0-1110-1000-005-200-0000-0

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide students with the opportunity for honors classes. This activity supports materials, supplies, or enrichment activities for honors students including a parent engagement night, field trip or substitute teacher to cover the honors teacher during an honors activity.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000.00	LCFF

	010-4300-0000-0-4760-1000-005-200-L113-0

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide science, social science, PE and elective teachers with professional development opportunities and substitute coverage to attend.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000.00	LCFF 010-4300-0000-0-4760-1000-005-200-L113-0

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Goal 4 strategies have been implemented in prior years in order to supplement students learning and access in all areas of the learning environment.

The strategies have been successful in providing opportunities for students and their families to engage in school activities. The area of science has been supplemented with more current activities that align better with the new science standards. The afterschool program was provided computers and a computer cart to support student tutoring after school. P.E has been able to replace over used equipment to provide students with properly operational equipment.

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

There were not any material differences in the expenditures outlined in the plan.

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.

After reviewing the needs of the school, we are allocating additional funds to this goal. These additional funds will be used to provide more opportunities for the community to participate in school activities, increased athletic opportunities for students,and address the needs during Distance Learning.

Budget Summary

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	$252,406.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$214,903.00

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	$147,699.00

Subtotal of additional federal funds included for this school: $147,699.00

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	$67,204.00

Subtotal of state or local funds included for this school: $67,204.00

Total of federal, state, and/or local funds for this school: $214,903.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
LCFF	67,204.00
Title I	147,699.00

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF	67,204.00
	Title I	147,699.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	66,199.00
Goal 2	23,500.00
Goal 3	77,704.00
Goal 4	47,500.00

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

2 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

1 Secondary Students

Name of Members	Role
Natalie Spevak	Principal
Katherine Mares	Classroom Teacher
Elizabeth Clayton-Bennett	Classroom Teacher
Daniela Vela	Other School Staff
Rhelee Latag	Parent or Community Member
Alma Alvaraz-Rice	Parent or Community Member
Elizabeth Ortega	Parent or Community Member
Allison Villanueva	Secondary Student

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

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 .

Attested:

Principal, Natalie Spevak on

SSC Chairperson, Katherine Mares on

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This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Natalie Spevak on 5/9/2022

SSC Chairperson, Katherine Mares on 5/9/2022